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NEA Today

WASHINGTON, D.C. JAN/FEB 1984

A NEWSPAPER FOR MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION VOL. 2, NO. 4

JACKIE SMITH: 6TH GRADE TEACHER. PRESIDENT-MAKER.

Bob LaPree

CAMPAIGN '84 COVERAGE BEGINS ON PAGE 4

PRESIDENT'S VIEWPOINT

The Myth of Niceness

Opinion polls regularly show that the American public still views President Reagan as a nice man. And maybe he is, but I'm not so sure. That's because my vision rivets on substance, not style—on programs, not promises.

It's also because I've always been taught that there are certain things that nice men—gentle men—just don't do.

Nice men don't ravage programs serving the nation's neediest students.

Nice men don't dedicate themselves to reversing 30 years of progress toward equality of educational opportunity.

Nice men don't appoint a National Commission on Educational Excellence, then use the commission's findings only to score political points.

Nice men don't respond to the jobless, the homeless, and the hungry with what can only be termed the economics of savagery.

And nice men don't look at a nation still longing for full justice, at a nation in which 11,000 children die each year as a direct result of poverty, at a nation that's suffered its highest unemployment rate in almost half a century, at a nation at risk, and then try to convince that nation's people that their salvation lies in spending *$44 million dollars an hour* on military hardware.

That doesn't sound nice. Or fair. Or sensible. Or tolerable. And I am ready to say: let us tolerate it no longer.

During the last year, President Reagan has worked steadily to produce the illusion that he is a friend of education. But we in the education community must not be beguiled by this deception or mesmerized by this myth. Our task is to counter fiction with fact. And the fact is that this president—this master of wizardry—has launched a

Joe Di Dio

NEA President
Mary Hatwood Futrell

massive, unrelenting, and unprecedented assault on public education.

Documentation is everywhere. The President has—

► Vowed to reduce *1986* federal expenditures for education to *one-half* their *1981* levels.

► Begun to fulfill that vow by mercilessly slashing federal aid for everything from vocational education to special programs for the disadvantaged.

► Placed the highest possible legislative priority on supporting private schools through a fiscally ruinous and constitutionally dubious tuition-tax-credit scam.

► Attempted to dismantle the Department of Education.

► Led the charge to undermine federal laws that prohibit discrimination on the basis of race and sex.

► Annihilated student benefit programs so ruthlessly that more than a million students from low and moderate income families will soon become ineligible for college aid.

The President's actions make it clear that in 1984, our professional and political responsibilities are one. Our work, after all, is ensuring that the hopes of this nation's children are not wasted or bartered away for some illusion of national security. Those hopes *are* our national security. They are our economic security. And we need a president who understands that. President Reagan does not.

That's why we must begin today to forge a coalition composed of all whose "special interest" is children. Let ours be a children's coalition—a coalition of hope. And let's be sure our coalition is open—spacious enough for new friends *and* old adversaries.

We must be ready to reach out in every direction to form a cordon of new alliances and partnerships. In this children's crusade of 1984, polarization can play no part.

AFL-CIO President Lane Kirkland warned recently of sitting on the sidelines while others—"less generous, less concerned..., less dedicated to the general good"—determine our future. There's wisdom in that warning: democracy is not a spectator sport.

That's why, throughout this election year, our children's coalition will be at work in every jurisdiction in this nation.

Apathy elected Ronald Reagan in 1980. Solidarity will defeat him in 1984.

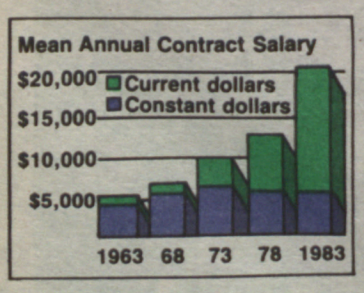
And that will be nice.

TRENDS

The Monster That Ate Your Dollar

If you need a sterling example of how statistics deceive, consider the following: teacher salaries have increased steadily during the last two decades. That's true—*if* you discount the effects of the ravenous inflation monster.

In constant (or "inflation-free") dollars, teacher salaries today are about what they were in 1963. And they're *lower* than they were in 1968. So the real story is that if you've been teaching 15 years, you haven't had a raise.



The New Piety

When are families most likely to observe a moment of silence? The answer—during prime-time TV viewing hours.

Louisiana Tech researcher Charles Bolz reports that nearly 90 percent of U.S. families regularly worship at the video shrine. And the ritual brings a reverent hush over family members.

After-service ceremonies don't tend to be much more loquacious. Bolz found that "meaningful" discussion of TV content occurred in only 2.5 percent of the nearly 3,000 families he surveyed.

Eve's Lesson Lost

You'd hope that today's youth would know the Bible well enough to resist the temptation to tamper with Apples. Evidently not. And this time the FBI is interested.

The Bureau recently seized computer equipment from young people in 13 U.S. cities. The "hackers," as they're called, had mastered—and practiced—the art of gaining access to the computer databases of large corporations.

The FBI seizure has focused

national attention on this vexing problem. And both government and corporate experts are now calling on K-12 schools to include in their computer courses lessons on the ethics of computer use.

At present, no federal law prohibits unauthorized access to computer files. But the FBI is considering charging the hackers with "wire fraud."

Caffeine Confusion

That giant container of coffee you grab at the 7-Eleven on the way to work might just explain why you start the day a bit fuzzy-headed. The perked pick-me-up puts you down.

A recent article in the *British Journal of Medicine* reports that the caffeine in two cups of coffee can reduce blood flow to the brain by as much as 25 percent. And scientists have long known there's a direct link between blood flow and such mental functions as memory, concentration, and coordination.

Parental Misguidance

Today's society is producing a huge group of bored, apathetic adolescents unequipped for the transition to young adulthood, claims Chicago psychologist Elaine Moor.

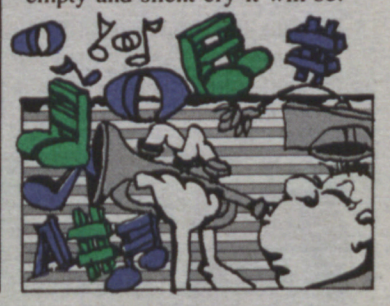
Moor, who has worked with teens for 15 years, notes a startling increase in apathy and depression. A major cause, she suggests, is parental overprotectiveness. Parents "cover for their kids' irresponsibility" and thereby create "an unreal world for them," Moor says.

Teachers may feel the impact: many parents will do virtually anything to protect their children from the consequences of their school behavior.

Melodious Reminder

While the nation frets over the current plight of science and math education, a sonorous plea to remember the value of the fine arts is a welcome note. And no one has sounded that note more perfectly than John J. Mahlmann, executive director of the Music Educators National Conference.

Mahlmann, writing in a recent issue of the *School Board News*, builds toward this lovely crescendo: "We will succeed in our battles for excellence in education....but if we are called to the standard without the beat of the drum, without the marching band, without the rally of the bugle or the solace of the ballad, consider what an empty and silent cry it will be."



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THIS TOO SHALL PASS . . .

Student FADS and Fancies

It's tempting to think that beneath today's fads, beneath the required student regalia, beneath the designer labels and the stickers and the gaudy nail polish, beneath the rainbow of bracelets, baubles, bangles and beads, there must be a meaning.

But there probably isn't. The newest fads will likely leave about as much of a permanent imprint as bobbie socks and saddle shoes, crew cuts and pompadours, Nehru jackets and miniskirts, Hula Hoops and pet rocks and Rubik's cubes.

Fads have a curious life cycle. In less than a year a particular item can appear, become fashionable, then mandatory, then dispensable, then obsolete, scorned, and forsaken.

So if you're appalled by the latest student fads, go easy. Give time a chance. Fads fade. Fast.

That's why talk about what's "in" today is at the same time talk about what will be "out" tomorrow. And right now, there's an enormous potpourri sliding toward the nostalgia heap: hooded sweatshirts (preferably purple), polka-dot shoelaces, vibrantly glowing plastic bracelets, star-spangled belts, and glittery nail polish (often a different color for each finger).

But leading the fad parade is the sticker craze. About the size of an overgrown stamp, the stickers feature everything from flowers and strawberries and pickles (all of the scratch-and-sniff variety) to Smurfs, Care Bears, rainbows, hearts, unicorns, zany designs, Mr. T., and the ubiquitous Garfield.

Students collect and trade them, then stick their favorites on *everything* (including jeans, belts, hands, foreheads). Elementary teachers know of sticker-power: many present them at day's end as rewards for good behavior or unusual achievement.

Rivaling the popularity of stickers are "friendship pins"—safety pins strung with multi-colored beads and usually attached to sneakers. *Sneakers*, of course, is the wrong word here, since students no longer wear plain old sneakers: they wear Pumas, Adidas, Nikes, and Kangaroos. Designer labels have lost none of their appeal. The careers—and bank accounts—of those Calvin Klein models appear safe.

Corporate moguls also appear to have little to fear. Mead Products, for example, annually tops the $500 million dollar mark in profits from school supplies. Its Trapper Keeper—a plastic binder with inside pockets, a note pad, and a fold-over cover with a Velcro closure—is a required part of today's students' gear. This year alone, more than 20 million students purchased Trappers. So much for the three-ring notebook.

Other obsolete oldies-but-goodies include book bags, lunch boxes, and those pink, rectangular erasers that served so many students so well as classroom missiles. They've been replaced, respectively, by backpacks, brown bags, and novelty erasers shaped like hamburgers, french fries, and candy bars.

Back to our question—what's it all mean? Again, not much—except that some things never change: each generation of students somehow develops its own unique capacity for bad taste and for good, clean, adult-irritating fun.

—Carl Luty

"There's no longer anything plain or dull about pencils and erasers. They're heart-shaped, animal-shaped (Garfield leads the pack), and wildly colored. It's also hard to find anything resembling a standard barrette or shoelace. They're almost always starred, spangled, or checkered. The classroom has become a more colorful place."

—Eugenia Bickerstaff, sixth grade teacher, Calverton Elementary School, Beltsville, Md.

"As far as I can see, trendiness begins in the fourth and fifth grades, gains momentum in sixth grade, and becomes absolutely necessary in junior high. Right now, no junior high student would dare be seen without 'friendship pins'. Also 'in' are notebooks decorated with the names and logos of rock bands."

—Bruce Lawler, sixth grade teacher, Arlington Elementary School, Tacoma, Wash.

"Starting from the feet and working up, you'll see 'vans' on boys, suede ankle boots on girls. After that, expect a lot of unicorns and lightning bolts—evidently the influence of the 'in' rock groups, Rush and Van Halen. Kiss—last year's rage—is definitely 'out.' Designer labels, of course, are everywhere."

—Kathy Terrell, music and chorus teacher, Ferry Pass Middle School, Pensacola, Fla.

"Almost all my students adore Cabbage Patch dolls. They cling to them, treat them as friends—sometimes almost as siblings, and make them the center of their conversations. But I don't see this as trendiness. It's just affection for these cuddly, babylike creations. The fads come in later—around fifth grade."

—Peggy Hart, first grade teacher, Thomas Jefferson Elementary School, Valparaiso, Ind.

POLITICAL ACTION

ELECTION '84

Politics has entered the Electronic Age. But grassroots activism—not multimillion-dollar TV advertising campaigns—will determine who challenges Ronald Reagan for the presidency next November.

Bob LaPree

Jackie Smith of New Hampshire: politics is part of her life.

Jackie Smith teaches sixth grade in Bristol, New Hampshire. She works hard inside the classroom to give her students the best possible public education.

Jackie Smith works hard for public education outside the classroom, too. She's a political activist, one of thousands of NEA members nationwide who regularly volunteer their time to help elect pro-education candidates.

Jackie Smith's political activism has already helped a host of candidates win local and state offices. In 1984, she's hoping to see an even bigger reward for her efforts: a new President of the United States.

"The only way to get change," says Smith, a 15-year teaching veteran, "is to get out and work for it."

Can Association members like Jackie Smith really make an impact on Presidential politics? The candidates certainly think they can. They've been actively courting Association activists for months.

"My phone's been ringing off the hook since June," says Brian Brennan, a social studies teacher at Portsmouth (N.H.) High. "The candidates know that teachers can deliver."

"NEA members may not have the money that doctors and lawyers have to contribute to campaigns," explains Paul Hancock, an elementary counselor in Cedar Rapids, Iowa, "but we have the human relations skills that can really add a lot to a campaign."

During January and February, the national media spotlight will be on Association activists like Brennan and Hancock. Their states—New Hampshire and Iowa—may be the two most pivotal in the entire Presidential nomination process. New Hampshire's Presidential primary is the nation's first, and it's been making and breaking candidacies ever since Dwight Eisenhower surprised Robert Taft in 1952.

Iowa doesn't hold a primary. Iowa voters instead select their delegates to the national Republican and Democratic political conventions through an intricate caucus system. The caucuses start February 20, and that early date makes Iowa's voters the first in the nation who'll make their Presidential preferences known.

In Iowa—and in New Hampshire— Association members have already started mobilizing for the first tests of the '84 campaign season.

David Hunt, a history teacher in Clarence, Iowa, is busy recruiting his colleagues to attend Iowa's February 20 caucuses. The Presidential candidates who turn out the most supporters to these caucuses will end up with the most delegates to next summer's political conventions.

"In 1980, four of the five delegates our township caucus elected were teachers," says Hunt. "We're shooting to do as well again this time around."

In New Hampshire, NEA members are also working to get their Association colleagues elected as delegates. Activists are spending long hours on the phone urging Association members to attend the state's pre-primary caucuses, set for January 15.

These caucuses will help determine which New Hampshire residents end up running on the delegate slates of candidates competing in the state's February 28 primary election.

Turning voters out to a caucus can be a time-consuming process. Political party registrations have to be identified, addresses checked, phone numbers collected, and phone calls made. Phyllis Dowd, a kindergarten teacher in Manchester, New Hampshire, says she's now spending a good two to three hours a week on the phone.

Why does Dowd put her spare time into politics?

"I guess my political involvement started back in 1976," she explains. "Our local had to go out on strike for about 10 days, and I went back to work with the realization that to make progress in the future, we had to start electing the right people, people who would treat education as a priority."

Juanita Bell has taught for 20 years in Portsmouth, New Hampshire. She's gone through a similar political awakening.

"We had a group of elected school officials who treated us as if we were dirt," says Bell, a kindergarten teacher. "I decided to start giving my time to people who had a commitment to education."

Other Association members now organizing for New Hampshire's Presidential primary gravitated more quickly toward political action.

"Politics is in my blood, I guess," says Mary Carey Foley, a Portsmouth high school English teacher whose mother and grandmother both served as Portsmouth mayors. "I've addressed postcards, dropped literature door to door, poll-watched, done just about everything that a political volunteer does."

But for most people the key to getting politically involved is personal contact with someone who's already involved. Patrick Grady, an Iowa City government

Bob LaPree

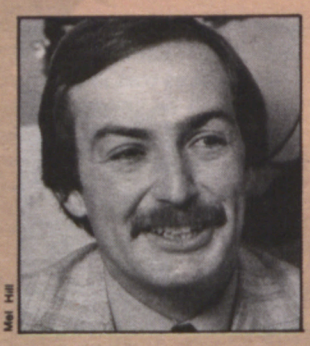
"I've delivered literature door to door, telephoned, hand-printed signs, addressed postcards—even organized a boat ride to help raise campaign contributions."

—Juanita Bell, Portsmouth, N.H., kindergarten teacher

Bob LaPree

"Politics is for all Americans. We can't ask politicians to be accountable if we don't participate in politics."

—Lionel Delacey, Concord, N.H., sixth grade teacher



Mel Hill

"I know a dozen people who have switched political sides—mainly because of cuts in special education aid and student loans."

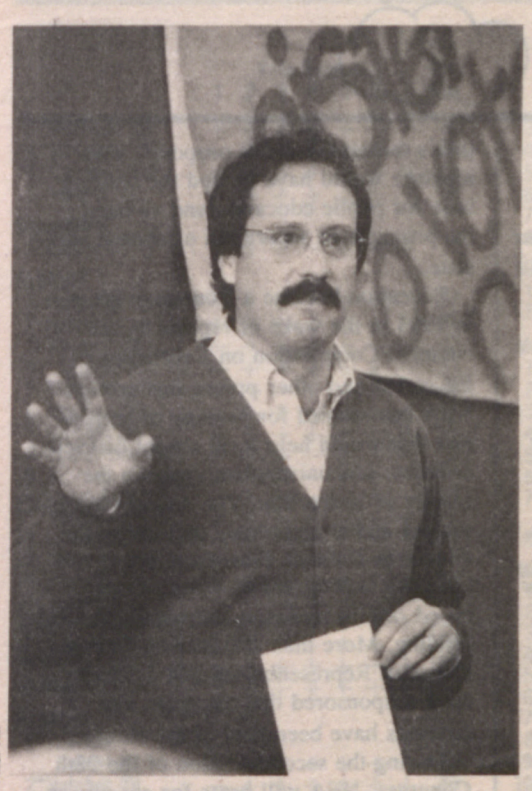
—Paul Hancock, Cedar Rapids, Iowa, elementary counselor

Mel Hill

"Education is demanding work. It includes doing what you can politically, when the school day's over."

—AnnaBess Rice, Vinton, Iowa, special education teacher

POLITICAL ACTION



Mel Hill

As a government teacher, Patrick Grady lectures students on the importance of citizen action in politics. After school he practices what he preaches as local Association political action chair in Iowa City.

Bob LaPree

Walter Mondale is the 1984 Presidential choice of Phyllis Dowd, a Manchester, N.H., kindergarten teacher, and her husband Dick, a junior high history teacher in Goffstown. The three spoke at a recent campaign function.

teacher, spends a lot of his time talking one-on-one with colleagues about the importance of political activism to education.

"We had 48 teachers from our building make contributions to Association-backed candidates in our state's last round of legislative races," Grady notes proudly.

Lionel Delacey, a sixth grade teacher in Concord, New Hampshire, is another NEA activist who's working hard to get his Association colleagues involved in the upcoming Presidential primary. Delacey says the biggest barrier to political action among Association members is uncertainty.

"Many people are afraid to get involved because they don't know what getting involved is," says Delacey, a teacher for the past 31 years.

Getting active, adds sixth grade teacher Jackie Smith of Bristol, New Hampshire, can mean whatever a volunteer wants it to mean. She emphasizes that political volunteers can pick and choose how they want to spend their time.

"I used to be a real shy person, and I can understand why my very good friend tells me, 'I'll do filing, but don't ask me to make phone calls,'" says Smith. "That's fine. Everybody doesn't have to make phone calls. My friend is marvelous at stuffing envelopes, and that's important work that also has to be done."

Association activists are quick to admit that their political involvement does take time from other things—but it's a sacrifice they're happy to make.

"Education is a demanding job, and I don't have any more time than anyone else," says junior high teacher AnnaBess Rice of Vinton, Iowa. "But as a citizen, as a parent, as a grandparent, I feel that I don't have the right to complain about what's going on in our country unless I do something about it."

Manchester, New Hampshire, kindergarten teacher Phyllis Dowd views her political involvement as more than just time-consuming labor. She finds excitement in the political volunteering she does. Last September, for instance, Dowd hosted a reception at her home for Presidential candidate Walter Mondale.

"CBS News came in and set up cameras in my living room," Dowd recalls. "We had a lot of teachers and even some of my relatives who came as supporters of President Reagan. They all had an opportunity to ask Mondale questions—and now Mondale has their support."

Mondale, of course, is also entering the '84 political year with NEA support. Last September, after a long and exhaustive evaluation process, the NEA Board of Directors voted to support the former Vice-President's bid for the Democratic Presidential nomination.

Since September, NEA's state affiliates have been concurring with that Board decision and launching efforts to get NEA members elected as Mondale delegates to next summer's Democratic national convention.

In 1980, NEA members made up a full 10 percent of the delegates and alternates at the Democratic convention, and another 40 NEA members served as Republican convention delegates.

"Based on the organizing that's already started at our grass roots," notes NEA Political Affairs Director Ken Melley, "I think Association members will be just as prominently represented at the 1984 conventions."

Association activists like Jackie Smith of New Hampshire intend to do their best to make sure that happens. But whatever the result of Election '84, it won't be the last election for the Jackie Smiths of NEA.

"I don't see myself ever not being active," says this sixth grade teacher. "There's just too much to work for."

—Sam Pizzigati

Assessing the Presidency

Ask Brian Brennan, a Portsmouth, New Hampshire, social studies teacher, why he's working to retire President Ronald Reagan, and you'll get a no-nonsense answer.

"The man bothers me," says Brennan. President Reagan is bothering Association members these days for a variety of different reasons.

"We're getting no leadership on education from the Reagan Administration," notes Clarence, Iowa, history teacher David Hunt. "I think President Reagan seized on the merit pay issue because it seemed popular with the public, not because it would work."

"President Reagan chose what was most useful politically from the National Commission on Excellence report and ignored the rest," adds Don Lyness, a high school counselor in Linn County, Iowa.

Juanita Bell, an elementary teacher in Portsmouth, New Hampshire, feels the impact of the Reagan Administration's education policies every day. President Reagan's budget cuts in education have cost Bell her Title I classroom aide. And low-income children in her classroom can no longer get free milk at snack time.

"The children are the ones who suffer from these budget cuts, not Mr. Reagan," Bell notes.

Lionel Delacey, a sixth grade teacher in nearby Concord, doesn't like what Reaganomics has meant for middle-income people.

"Ronald Reagan's solution to the problems of education is to shift the burden onto state governments and local property owners," says Delacey. "My city has had to pick up the tab for programs cut by the Reagan Administration—and my rising property tax bill shows it."

Bob LaPree

English teacher Mary Carey Foley will work for Walter Mondale in the New Hampshire primary, the nation's first.

Delacey will soon have three kids in college at the same time, and he's worried about the Reagan Administration's attempts to enact a subminimum wage for teenagers.

"College costs are up, and President Reagan wants to reduce federal aid for students," explains Delacey. "He also wants to lower the minimum wage and make it harder for students to earn the money they need for college tuition. That just doesn't make sense."

New Hampshire activists like Mary Carey Foley of Portsmouth are behind Walter Mondale for '84. Many of them have met the former Vice-President personally and, says Foley, are impressed with his commitment to public education.

Phyllis Dowd, a kindergarten teacher in Manchester, is another Mondale backer.

"Property taxes just can't get very much higher," she says. "Walter Mondale understands that if we're really serious about educational reform, the federal government's going to have to do its part to help."

LEGISLATIVE REPORT CARD

Like its immediate predecessor, the 98th Congress has dealt almost exclusively with a single topic: the federal budget process. Education and other priority concerns have been addressed primarily in terms of how much money should be allocated to them.

As a result of budget actions in the 97th Congress, federal funding of education programs fell far short of maintaining levels of service that were established back in the 1980 fiscal year.

The 98th Congress has not increased funding substantially so far, but NEA has successfully lobbied to put more federal dollars into the areas of greatest need—for example, education of the disadvantaged, education of the handicapped, impact aid, vocational and adult education, and college student assistance.

With the help of state and local affiliates and Congressional Contact Teams, the Association persuaded the Senate to reject the Reagan Administration's tuition tax credit proposal. This measure would have eroded the funding base for public education and violated the principle of separation of church and state.

Education became a front-page issue in 1983 in the wake of reports by the National Commission on Excellence in Education and other prestigious groups. NEA has lobbied for passage of legislation that would help local school districts, colleges, and universities improve the quality of instruction. The Association has drafted and is vigorously promoting the American Defense Education Act (ADEA), a program of broad, locally based reform including substantial federal funding. More than 200 members of the House of Representatives and 27 senators have cosponsored this measure, and hearings have been held in the House.

During the second session of the 98th Congress, NEA will press for enactment of ADEA, increased funding of other education programs, and passage of the Equal Rights Amendment and other legislation to enhance equality of opportunity in education and the marketplace.

The Legislative Report Card that appears here shows the principal votes in the first session of the 98th Congress on a variety of issues of concern to NEA. Cosponsors of the American Defense Education Act are indicated by an asterisk next to their names.

The House voting record, below, shows the percentage of votes favorable to NEA that were cast by each member (when voting). The Senate chart, on the following page, displays an additional column showing each senator's cumulative record of support during his or her current term in office.

Voting records are only one of the factors considered by NEA-PAC, NEA's political action arm, and the political action committees of state and local NEA affiliates as they decide whom to endorse for reelection. The judgment about an individual's stance on education is based on a careful review of all available information, including public statements and answers to direct questioning via personal interviews, correspondence, and lobbying contacts.

Key

\+ right according to NEA position

— wrong according to NEA position

NV not voting

○ vote taken prior to member's election to Congress

1. Question: **Shall the House increase the budget target for education in fiscal year 1984 to $16.3 billion?**

NEA position: Yes
Outcome: 229 yes, 196 no

The motion: To adopt the First Concurrent Resolution on the Budget, FY1984
Roll Call #46 March 23,1983

2. Question: **Shall the House reinstate federal assistance for school desegregation?**

NEA position: Yes
Outcome: 299 yes, 120 no

The motion: To pass the bill (HR 2207) reauthorizing the Emergency School Aid Act
Roll Call #170 June 7, 1983

3. Question: **Shall the House eliminate $964 million from the Education and Labor Committee's education authorizations for fiscal year 1984?**

NEA position: No
Outcome: 124 yes, 283 no

The motion: To strike language from the bill (HR 3520) increasing authorizations for certain education programs
Roll call #329 September 13, 1983

4. Question: **Shall the House approve $700 million for public school building renovations?**

NEA position: Yes
Outcome: 246 yes, 178 no

The motion: To pass the bill (HR 1036) to provide job opportunities in high unemployment areas in projects to repair public buildings
Roll Call #351 September 21, 1983

5. Question: **Shall the House increase funding of education programs by $175 million in the fiscal year 1984 appropriations bill?**

NEA position: Yes
Outcome: 302 yes, 111 no

The motion: To adopt the Wright amendment to the bill (HR 3913) making education appropriations for FY1984
Roll Call #353 September 22, 1983

6. Question: **Shall the House pass a continuing resolution containing an additional $729 million for education programs?**

NEA position: Yes
Outcome: 203 yes, 206 no

The motion: To pass the resolution (HJR 403) making continuing appropriations for FY1984
Roll Call #470 November 8, 1983

7. Question: **Shall the House pass the Equal Rights Amendment to the U.S. Constitution?**

NEA position: Yes
Outcome: 278 yes, 147 no (failed for lack of two-thirds vote)

The motion: To suspend the rules and pass the resolution (HJR 1)
Roll Call #504 November 15, 1983

U.S. House of Representatives

	Vote Number 1	2	3	4	5	6	7	% Pro-NEA
ALABAMA								
1 Edwards, Jack (R)	—	—	—	—	+	—	—	14
2 Dickinson (R)	—	+	—	—	+	—	—	29
3 Nichols (D)	—	+	+	+	+	—	—	57
4*Bevill (D)	+	+	+	+	+	+	+	100
5 Flippo (D)	+	+	NV	+	+	—	+	83
6*Erdreich (D)	—	+	+	+	+	—	+	71
7 Shelby (D)	—	+	+	+	+	—	—	57
ALASKA								
1*Young, Don (R)	—	+	NV	+	+	NV	+	80
ARIZONA								
1 McCain (R)	—	—	—	—	—	—	—	0
2 Udall (D)	+	+	+	+	+	+	+	100
3 Stump (R)	—	—	NV	—	—	—	—	0
4 Rudd (R)	—	—	—	—	—	—	—	0
5 McNulty (D)	+	+	+	+	+	+	+	100
ARKANSAS								
1*Alexander (D)	+	+	+	+	+	+	+	100
2 Bethune (R)	—	+	+	—	NV	—	—	33
3 Hammer-schmidt (R)	—	+	—	—	+	—	—	29
4*Anthony (D)	+	+	+	+	+	+	NV	100
CALIFORNIA								
1*Bosco (D)	+	+	+	+	+	+	+	100
2 Chappie (R)	—	—	—	—	+	—	+	29
3*Matsui (D)	+	+	+	+	+	+	+	100
4*Fazio (D)	+	+	+	+	+	+	+	100
5*Burton, Sala (D)	○	○	+	+	+	+	+	100
6*Boxer (D)	+	+	+	+	+	+	+	100
7*Miller, George (D)	+	+	+	+	+	+	+	100
8*Dellums (D)	+	+	NV	+	+	+	+	100
9*Stark (D)	+	+	+	+	+	+	+	100
10*Edwards, Don (D)	+	+	+	+	+	+	+	100
11*Lantos (D)	+	+	+	+	+	+	+	100
12 Zschau (R)	—	+	—	—	—	—	+	29
13*Mineta (D)	+	+	+	+	+	+	+	100
14 Shumway (R)	—	—	—	—	—	—	—	0
15*Coelho (D)	+	+	+	+	+	+	+	100
16*Panetta (D)	+	+	+	+	+	+	+	100
17 Pashayan (R)	—	+	NV	—	—	—	—	17
18*Lehman (D)	+	+	+	+	+	+	+	100
19 Lagomarsino (R)	—	—	—	—	—	—	—	0
20 Thomas (R)	—	—	—	—	—	—	+	14
21 Fiedler (R)	—	—	—	—	—	—	+	14
22 Moorhead (R)	—	—	—	—	—	—	—	0
23 Beilenson (D)	+	+	+	+	+	+	+	100
24*Waxman (D)	+	+	+	+	NV	+	+	100
25*Roybal (D)	+	+	+	+	+	+	+	100
26*Berman (D)	+	+	+	+	+	+	+	100
27*Levine (D)	+	+	+	+	+	+	+	100
28*Dixon, Julian (D)	+	+	+	+	+	+	+	100
29*Hawkins, Augustus (D)	+	+	+	+	+	+	+	100
30*Martinez (D)	+	NV	+	+	NV	+	+	100
31*Dymally (D)	+	+	+	+	+	+	+	100
32 Anderson (D)	+	+	+	+	+	+	+	100
33 Dreier (R)	—	—	—	—	—	—	—	0
34*Torres (D)	+	+	+	+	+	+	+	100
35 Lewis (R)	—	+	—	—	NV	—	NV	20
36*Brown, George (D)	+	NV	+	+	+	+	+	100
37 McCandless (R)	—	—	—	—	—	—	—	0
38*Patterson (D)	+	+	NV	+	+	+	+	100
39 Dannemeyer (R)	—	—	—	—	—	—	—	0
40 Badham (R)	—	NV	—	—	—	—	—	0
41 Lowery (R)	—	—	—	—	—	—	—	0
42 Lungren (R)	—	—	—	—	—	—	—	0
43 Packard (R)	—	—	—	—	—	—	—	0
44 Bates (D)	+	+	+	+	+	—	+	86
45 Hunter (R)	—	+	—	—	—	—	—	14
COLORADO								
1*Schroeder (D)	+	+	+	+	+	—	+	86
2*Wirth (D)	+	+	+	+	+	+	+	100
3*Kogovsek (D)	+	+	+	+	+	+	+	100
4*Brown, Hank (R)	—	—	—	—	+	—	+	29
5 Kramer (R)	—	—	—	—	—	—	—	0
6*Schaefer (R)	○	—	—	—	—	—	—	0
CONNECTICUT								
1*Kennelly (D)	+	+	+	+	+	+	+	100
2*Gejdenson (D)	+	+	+	+	+	+	+	100

LEGISLATIVE REPORT CARD

	Vote Number 1	2	3	4	5	6	7	% Pro-NEA
3*Morrison (D)	+	+	+	+	+	—	+	86
4*McKinney (R)	—	+	+	+	+	—	+	71
5*Ratchford (D)	+	+	+	+	+	+	+	100
6 Johnson (R)	—	+	+	+	+	+	+	86
DELAWARE								
1*Carper (D)	+	+	+	—	+	—	+	71
FLORIDA								
1 Hutto (D)	—	+	+	—	+	+	—	57
2 Fuqua (D)	+	+	+	+	+	+	—	86
3 Bennett (D)	—	+	+	+	—	—	—	43
4 Chappell (D)	—	+	+	+	+	+	—	71
5 McCollum (R)	—	—	—	—	—	—	—	0
6 MacKay (D)	+	+	+	—	+	—	+	71
7 Gibbons (D)	+	+	+	+	+	—	+	86
8 Young, Bill (R)	—	+	+	—	+	—	—	43
9 Bilirakis (R)	—	—	—	—	+	—	—	14
10 Ireland (D)	—	+	+	—	—	—	—	29
11 Nelson (D)	+	+	+	—	+	—	+	71
12 Lewis (R)	—	—	—	—	+	—	+	29
13 Mack (R)	—	—	—	—	—	—	+	14
14 Mica (D)	+	+	+	—	+	+	+	86
15 Shaw (R)	—	—	—	—	—	—	—	0
16*Smith (D)	+	+	+	+	+	+	+	100
17*Lehman (D)	+	+	+	+	+	+	+	100
18*Pepper (D)	+	+	+	+	+	+	+	100
19 Fascell (D)	+	+	+	+	+	+	+	100
GEORGIA								
1*Thomas, Robert (D)	—	+	+	—	+	+	—	57
2*Hatcher (D)	—	+	+	+	+	+	+	86
3 Ray (D)	—	—	+	—	+	—	—	29
4 Levitas (D)	—	+	+	—	+	—	+	57
5*Fowler (D)	+	+	+	+	+	+	+	100
6*Gingrich (R)	—	—	NV	—	—	—	—	0
7 Darden (D)	○	○	○	○	○	○	+	100
8 Rowland (D)	—	+	+	—	+	+	—	57
9 Jenkins (D)	+	+	+	—	+	NV	NV	80
10 Barnard (D)	—	—	+	—	+	—	—	29
HAWAII								
1*Heftel (D)	+	NV	NV	NV	NV	+	+	100
2*Akaka (D)	+	+	+	+	+	+	+	100
IDAHO								
1 Craig (R)	—	—	NV	—	—	—	—	0
2 Hansen, George (R)	—	—	—	—	—	—	—	0
ILLINOIS								
1*Hayes, Charles (D)	○	○	+	+	+	+	+	100
2*Savage (D)	+	+	+	+	+	+	+	100
3 Russo (D)	—	+	+	+	+	—	—	57
4 O'Brien (R)	—	+	—	+	—	NV	+	50
5 Lipinski (D)	+	+	+	+	+	+	—	86
6 Hyde (R)	—	—	—	—	—	—	—	0
7*Collins, Cardiss (D)	+	NV	+	+	+	+	+	100
8 Rostenkowski (D)	+	+	NV	+	+	+	+	100
9 Yates (D)	+	+	+	+	+	+	+	100
10 Porter (R)	—	+	—	—	—	+	+	43
11 Annunzio (D)	+	+	+	+	+	+	+	100
12 Crane, Philip (R)	—	NV	—	—	—	—	—	0
13 Erlenborn (R)	—	—	—	—	—	—	—	0
14 Corcoran (R)	—	—	NV	—	NV	—	—	0
15 Madigan (R)	—	—	—	—	—	—	—	0
16 Martin, Lynn (R)	—	+	NV	—	—	—	+	33
17*Evans, Lane (D)	+	+	+	+	+	+	+	100
18 Michel (R)	—	—	—	—	—	—	—	0
19 Crane, Daniel (R)	—	—	—	—	—	—	—	0
20*Durbin (D)	+	+	+	+	+	—	+	86
21*Price (D)	+	+	+	+	+	+	+	100
22*Simon (D)	+	+	+	+	NV	+	+	100
INDIANA								
1*Hall, Katie (D)	+	NV	+	+	+	+	+	100
2*Sharp (D)	+	+	+	+	NV	—	+	83
3 Hiler (R)	—	—	—	—	—	—	—	0
4 Coats (R)	—	—	—	—	—	—	—	0
5 Hillis (R)	—	—	—	—	NV	—	—	0
6 Burton (R)	—	—	—	—	—	—	—	0
7 Myers (R)	—	—	—	—	+	—	—	14
8*McCloskey, Frank (D)	+	+	+	+	+	—	+	86
9 Hamilton (D)	+	+	+	+	+	+	+	100
10*Jacobs (D)	+	+	+	+	+	—	+	86
IOWA								
1*Leach (R)	—	+	+	+	+	—	+	71
2 Tauke (R)	—	—	NV	—	+	—	—	17
3 Evans, Cooper (R)	—	—	+	—	+	—	+	43
4*Smith, Neal (D)	—	+	+	+	+	+	+	86
5*Harkin (D)	+	+	+	+	+	+	+	100
6 Bedell (D)	+	+	+	+	+	—	—	71
KANSAS								
1 Roberts, Pat (R)	—	—	—	—	—	—	—	0
2 Slattery (D)	+	+	+	+	—	—	+	71
3 Winn (R)	—	—	—	—	—	NV	—	0
4 Glickman (D)	+	+	+	+	+	+	+	100
5 Whittaker (R)	—	—	—	—	—	—	—	0
KENTUCKY								
1*Hubbard (D)	+	NV	NV	+	+	—	—	60
2 Natcher (D)	+	+	+	+	+	+	+	100
3*Mazzoli (D)	+	+	+	+	+	+	—	86
4 Snyder (R)	—	—	—	—	—	—	—	0
5 Rogers (R)	—	—	NV	—	+	—	—	17
6 Hopkins (R)	—	+	—	—	+	—	+	43
7*Perkins (D)	+	+	+	+	+	+	+	100
LOUISIANA								
1 Livingston (R)	—	+	—	—	NV	—	—	17
2 Boggs (D)	+	+	+	+	+	+	+	100

	Vote Number 1	2	3	4	5	6	7	% Pro-NEA
3 Tauzin (D)	—	+	—	+	—	—	+	43
4 Roemer (D)	—	+	—	+	—	—	—	29
5 Huckaby (D)	—	+	—	+	—	—	+	43
6 Moore (R)	—	+	—	—	—	—	—	14
7 Breaux (D)	—	+	—	+	—	—	+	43
8 Long, Gillis (D)	+	+	+	+	+	+	+	100
MAINE								
1 McKernan (R)	—	+	+	—	+	+	+	71
2 Snowe (R)	—	+	+	—	+	—	+	57
MARYLAND								
1*Dyson (D)	—	+	+	+	+	+	+	86
2*Long, Clarence (D)	+	+	+	+	+	+	+	100
3*Mikulski (D)	+	+	NV	+	+	+	+	100
4 Holt (R)	—	—	NV	—	—	—	+	17
5*Hoyer (D)	+	+	+	+	+	+	+	100
6 Byron (D)	—	—	+	+	+	—	+	57
7*Mitchell, Parren (D)	+	+	+	+	+	+	+	100
8*Barnes (D)	+	+	+	+	+	+	+	100
MASSACHUSETTS								
1 Conte (R)	—	+	+	+	+	—	+	71
2*Boland (D)	+	+	+	+	+	+	+	100
3 Early (D)	+	+	+	+	+	NV	+	100
4*Frank (D)	+	+	+	+	+	+	+	100
5*Shannon (D)	+	+	+	+	+	+	+	100
6*Mavroules (D)	+	+	+	+	+	+	+	100
7*Markey (D)	+	+	+	+	+	+	+	100
8**O'Neil (D)	NV	NV	NV	NV	NV	NV	+	100
9*Moakley (D)	+	+	+	+	+	+	+	100
10*Studds (D)	+	+	+	+	+	+	+	100
11 Donnelly (D)	+	+	+	+	+	+	+	100
MICHIGAN								
1*Conyers (D)	+	+	+	+	+	+	+	100
2*Pursell (R)	—	+	+	—	+	—	+	57
3*Wolpe (D)	+	+	+	+	+	+	+	100
4 Siljander (R)	—	—	—	—	—	—	—	0
5 Sawyer (R)	—	+	—	—	+	—	NV	33
6*Carr (D)	+	+	+	+	+	+	+	100
7*Kildee (D)	+	+	+	+	+	+	+	100
8 Traxler (D)	+	+	+	+	+	+	+	100
9 Vander Jagt (R)	—	+	—	—	+	—	—	29
10*Albosta (D)	+	+	+	+	+	+	+	100
11*Davis (R)	—	+	+	+	+	+	—	71
12*Bonior (D)	+	+	+	+	+	+	+	100
13*Crockett (D)	+	+	+	+	+	—	+	86
14*Hertel (D)	+	+	+	+	+	+	+	100
15*Ford, William (D)	+	+	+	+	+	+	+	100
16*Dingell (D)	+	+	+	NV	+	+	+	100
17*Levin, Sander (D)	+	+	+	+	+	—	+	86
18 Broomfield (R)	—	—	—	—	—	—	—	0
MINNESOTA								
1*Penny (D)	+	+	+	—	+	—	+	71
2*Weber, Vin (R)	—	—	—	—	+	—	—	14
3 Frenzel (R)	—	—	—	—	—	—	+	14
4*Vento (D)	+	+	+	+	+	+	+	100
5 Sabo (D)	+	+	+	+	+	+	+	100
6*Sikorski (D)	+	+	+	+	+	+	+	100
7 Stangeland (R)	—	—	—	—	—	—	—	0
8*Oberstar (D)	+	+	+	+	+	+	+	100
MISSISSIPPI								
1 Whitten (D)	+	+	+	+	+	+	+	100
2 Franklin (R)	—	—	—	—	—	—	—	0
3 Montgomery (D)	—	—	—	—	—	—	—	0
4*Dowdy (D)	+	+	+	+	+	+	+	100
5 Lott (R)	—	—	—	—	—	—	—	0
MISSOURI								
1*Clay (D)	+	+	NV	+	+	+	+	100
2*Young, Robert (D)	+	—	+	+	+	+	—	71
3 Gephardt (D)	+	+	+	+	+	+	+	100
4*Skelton (D)	—	—	+	+	+	+	—	57
5*Wheat (D)	+	+	+	+	+	+	+	100
6 Coleman (R)	—	—	—	—	+	—	—	14
7 Taylor (R)	—	—	—	—	—	—	—	0
8 Emerson (R)	—	—	—	—	—	—	—	0
9*Volkmer (D)	+	—	+	+	+	—	+	71
MONTANA								
1*Williams, Pat (D)	+	+	+	+	+	+	+	100
2*Marlenee (R)	—	+	—	NV	—	—	—	17
NEBRASKA								
1 Bereuter (R)	—	+	+	—	+	—	+	57
2 Daub (R)	—	—	+	—	—	—	+	29
3 Smith, Virginia (R)	—	—	+	—	—	—	+	29
NEVADA								
1*Reid (D)	+	+	+	+	+	—	—	71
2 Vucanovich (R)	—	NV	—	—	—	—	—	0
NEW HAMPSHIRE								
1*D'Armours (D)	+	—	+	—	+	+	+	71
2 Gregg (R)	—	—	—	—	—	—	+	14
NEW JERSEY								
1 Florio (D)	+	+	+	+	+	NV	+	100
2 Hughes (D)	+	+	+	+	+	—	+	86
3*Howard (D)	+	+	NV	+	NV	NV	+	100
4 Smith, Christopher (R)	—	+	+	+	+	+	—	71
5 Roukema (R)	—	—	+	—	—	—	+	29
6*Dwyer (D)	+	+	+	+	+	+	+	100
7*Rinaldo (R)	+	+	+	+	+	+	+	100
8*Roe (D)	+	+	NV	+	+	+	+	100
9*Torricelli (D)	+	+	+	+	+	+	+	100
10 Rodino (D)	+	+	+	+	+	+	+	100
11 Minish (D)	+	+	+	+	+	+	+	100
12 Courter (R)	—	+	—	—	+	—	+	43
13 Forsythe (R)	—	—	—	—	—	—	—	0
14*Guarini (D)	+	+	+	+	+	+	+	100

	Vote Number 1	2	3	4	5	6	7	% Pro-NEA
NEW MEXICO								
1 Lujan (R)	—	—	—	—	—	—	+	14
2 Skeen (R)	—	—	—	—	—	—	—	0
3*Richardson (D)	+	+	+	+	+	—	+	86
NEW YORK								
1 Carney (R)	—	NV	+	—	+	—	—	33
2*Downey (D)	+	+	+	+	+	+	+	100
3 Mrazek (D)	+	+	+	—	+	+	+	86
4 Lent (R)	—	—	+	—	+	—	NV	33
5 McGrath (R)	—	—	+	—	+	+	—	43
6 Addabbo (D)	+	+	+	+	+	+	+	100
7*Ackerman (D)	+	+	+	+	+	+	+	100
8 Scheuer (D)	+	+	+	+	+	+	+	100
9 Ferraro (D)	+	NV	+	+	+	+	+	100
10 Schumer (D)	+	+	+	+	+	+	+	100
11 Towns (D)	+	+	+	+	+	+	+	100
12*Owens (D)	+	+	+	+	+	+	+	100
13 Solarz (D)	+	+	+	+	+	+	+	100
14 Molinari (R)	—	—	+	—	+	NV	NV	40
15 Green (R)	+	+	+	—	+	+	+	86
16*Rangel (D)	+	+	+	+	+	+	+	100
17*Weiss (D)	+	+	+	+	+	+	+	100
18 Garcia (D)	+	+	+	+	+	NV	NV	100
19 Biaggi (D)	+	+	+	+	+	+	+	100
20 Ottinger (D)	+	+	+	+	+	+	+	100
21 Fish (R)	—	+	+	+	+	—	—	57
22 Gilman (R)	—	+	+	+	+	+	+	86
23 Stratton (D)	—	+	+	+	+	NV	+	83
24 Solomon (R)	—	—	—	—	—	—	—	0
25*Boehlert (R)	—	+	+	+	+	+	+	86
26 Martin, David (R)	—	+	+	+	+	—	—	57
27 Wortley (R)	—	+	—	—	—	—	+	29
28*McHugh (D)	+	+	+	+	+	+	+	100
29 Horton (R)	—	+	+	+	+	+	+	86
30 Conable (R)	—	+	—	—	—	—	+	29
31 Kemp (R)	—	+	—	—	—	—	—	14
32 LaFalce (D)	+	+	+	+	+	+	+	100
33*Nowak (D)	+	+	+	+	+	+	—	86
34 Lundine (D)	+	+	NV	NV	+	+	+	100
NORTH CAROLINA								
1*Jones, Walter (D)	+	+	+	+	+	+	+	100
2 Valentine (D)	—	+	+	—	+	+	—	57
3 Whitley (D)	—	+	+	+	+	+	+	86
4*Andrews, Ike (D)	+	+	NV	+	+	+	+	100
5 Neal (D)	NV	+	+	+	+	+	+	100
6*Britt (D)	+	+	+	—	+	—	+	71
7*Rose (D)	+	+	+	+	+	+	+	100
8*Hefner (D)	+	+	+	+	+	NV	+	100
9 Martin, James (R)	—	—	—	—	—	—	—	0
10 Broyhill (R)	—	—	—	—	—	NV	—	0
11*Clarke (D)	+	+	+	+	+	+	+	100
NORTH DAKOTA								
1*Dorgan (D)	+	+	+	—	+	—	+	71
OHIO								
1*Luken (D)	+	+	+	+	+	NV	—	83
2 Gradison (R)	—	—	—	—	—	—	+	14
3*Hall, Tony (D)	+	+	+	+	+	+	+	100
4 Oxley (R)	—	—	—	—	—	—	—	0
5 Latta (R)	—	—	—	—	—	—	—	0
6 McEwen (R)	—	—	—	—	—	—	—	0
7 Dewine (R)	—	—	—	—	—	NV	—	0
8 Kindness (R)	—	—	—	—	—	—	—	0
9*Kaptur (D)	+	+	+	+	+	—	+	86
10 Miller, Clarence (R)	—	—	—	—	—	—	—	0
11*Eckart (D)	+	—	+	+	+	—	+	71
12 Kasich (R)	—	—	—	—	—	—	—	0
13*Pease (D)	+	+	+	+	+	+	+	100
14*Seiberling (D)	+	+	+	+	+	+	+	100
15 Wylie (R)	—	—	—	—	—	—	—	0
16 Regula (R)	—	+	—	—	+	—	+	43
17 Williams, Lyle (R)	NV	+	+	+	+	NV	+	100
18 Applegate (D)	+	+	+	+	+	—	+	86
19*Feighan (D)	+	—	+	+	+	—	+	71
20*Oakar (D)	+	—	+	+	+	—	+	71
21*Stokes (D)	+	+	+	+	+	+	+	100
OKLAHOMA								
1 Jones, James (D)	+	+	+	—	+	—	+	71
2*Synar (D)	+	+	+	—	+	+	+	86
3*Watkins (D)	+	+	+	+	+	+	+	100
4 McCurdy (D)	+	+	+	—	+	—	+	71
5 Edwards, Mickey (R)	NV	+	—	—	NV	NV	—	25
6 English (D)	—	+	+	—	+	—	+	57
OREGON								
1*AuCoin (D)	+	+	+	—	+	—	+	71
2 Smith (R)	—	—	—	—	—	—	—	0
3*Wyden (D)	+	+	+	+	+	+	+	100
4*Weaver (D)	+	+	+	+	+	—	+	86
5 Smith, Denny (R)	—	—	—	—	—	—	—	0
PENNSYLVANIA								
1*Foglietta (D)	+	+	+	+	+	+	+	100
2*Gray (D)	+	+	+	+	+	+	+	100
3*Borski (D)	+	+	+	+	+	+	+	100
4*Kolter (D)	+	NV	+	+	+	+	+	100
5 Schulze (R)	—	+	—	—	NV	—	—	17
6*Yatron (D)	NV	+	+	+	+	—	—	67
7*Edgar (D)	+	+	+	+	+	NV	+	100
8*Kostmayer (D)	+	+	+	+	+	+	+	100
9 Shuster (R)	—	—	—	—	—	—	—	0
10 McDade (R)	—	+	+	+	+	—	—	57
11*Harrison (D)	+	+	+	+	+	+	+	100
12*Murtha (D)	+	+	+	+	+	+	—	86
13 Coughlin (R)	—	+	+	—	+	—	+	57
14*Coyne, William (D)	+	+	+	+	+	+	+	100
15 Ritter (R)	—	—	—	—	—	—	—	0
16 Walker (R)	—	—	—	—	—	—	—	0

	Vote Number 1	2	3	4	5	6	7	% Pro-NEA
17 Gekas (R)	—	—	—	—	—	—	+	14
18*Walgren (D)	+	+	+	+	+	+	+	100
19 Goodling (R)	—	+	—	—	—	—	+	29
20*Gaydos (D)	NV	—	+	+	+	+	—	67
21 Ridge (R)	—	+	+	+	+	+	+	86
22*Murphy (D)	+	+	+	+	+	—	+	86
23 Clinger (R)	—	+	—	—	+	—	+	43
RHODE ISLAND								
1*St Germain (D)	+	+	NV	+	+	+	—	83
2*Schneider (R)	+	+	+	+	+	+	+	100
SOUTH CAROLINA								
1 Hartnett (R)	—	—	—	—	—	—	—	0
2 Spence (R)	—	—	—	—	—	—	—	0
3*Derrick (D)	+	+	NV	+	+	+	+	100
4 Campbell (R)	—	—	—	—	—	—	—	0
5*Spratt (D)	+	+	+	+	+	—	+	86
6*Tallon (D)	+	+	+	+	+	+	+	100
SOUTH DAKOTA								
1*Daschle (D)	+	+	+	+	+	+	+	100
TENNESSEE								
1 Quillen (R)	—	—	+	—	—	—	—	14
2 Duncan (R)	—	+	+	—	+	—	—	43
3*Lloyd (D)	+	+	+	+	+	—	—	71
4 Cooper (D)	+	+	+	+	+	—	—	71
5*Boner (D)	+	+	+	+	+	+	+	100
6*Gore (D)	+	+	+	+	+	+	+	100
7 Sundquist (R)	—	—	+	—	+	—	—	29
8*Jones, Ed (D)	+	+	+	+	+	+	—	86
9*Ford, Harold (D)	+	+	+	NV	+	+	+	100
TEXAS								
1 Hall, Sam (D)	—	+	+	—	+	—	—	43
2*Wilson (D)	NV	+	+	+	+	+	+	100
3 Bartlett (R)	—	—	—	—	—	—	—	0
4*Hall, Ralph (D)	—	+	+	+	+	—	+	71
5*Bryant (D)	+	+	+	+	+	+	+	100
6 Gramm (R)	—	—	—	NV	NV	NV	—	0
7 Archer (R)	—	—	—	—	—	—	—	0
8 Fields (R)	—	—	—	—	—	—	—	0
9 Brooks (D)	NV	+	+	+	+	+	+	100
10 Pickle (D)	+	+	+	—	+	+	+	86
11 Leath (D)	—	—	+	—	—	NV	—	17
12*Wright (D)	+	+	+	+	+	+	+	100
13 Hightower (D)	+	—	+	—	+	—	NV	50
14*Patman (D)	+	+	+	+	+	—	+	86
15*de la Garza (D)	+	NV	+	+	+	+	+	100
16*Coleman (D)	+	+	+	+	+	+	+	100
17 Stenholm (D)	—	—	—	—	—	—	—	0
18*Leland (D)	+	+	+	+	+	NV	+	100
19 Hance (D)	—	+	NV	—	NV	+	NV	50
20*Gonzalez (D)	+	+	+	+	+	+	+	100
21 Loeffler (R)	—	—	—	—	—	—	—	0
22 Paul (R)	—	—	—	—	NV	NV	NV	0
23*Kazen (D)	—	+	+	+	+	+	—	71
24*Frost (D)	+	+	+	+	+	+	+	100
25*Andrews (D)	+	+	+	—	+	—	+	71
26*Vandergriff (D)	—	+	+	—	+	—	—	43
27*Ortiz (D)	+	+	+	+	+	+	+	100
UTAH								
1 Hansen, James (R)	—	—	—	—	—	—	—	0
2 Marriott (R)	—	+	—	—	—	—	—	14
3 Nielson (R)	—	—	—	—	—	—	—	0
VERMONT								
1 Jeffords (R)	+	+	—	+	+	+	+	86
VIRGINIA								
1 Bateman (R)	—	—	—	—	—	—	—	0
2*Whitehurst (R)	—	+	—	—	—	—	+	29
3 Bliley (R)	—	—	—	—	—	—	—	0
4*Sisisky (D)	+	+	+	+	+	—	+	86
5 Daniel, Dan (D)	—	—	—	—	NV	—	—	0
6 Olin (D)	+	+	+	—	+	—	+	71
7 Robinson (R)	—	—	—	—	—	—	—	0
8 Parris (R)	—	+	—	—	+	—	+	43
9*Boucher (D)	+	+	+	+	+	+	+	100
10 Wolf (R)	—	+	+	—	—	—	—	29
WASHINGTON								
1*Pritchard (R)	—	+	+	NV	NV	NV	+	75
2*Swift (D)	+	+	+	+	+	+	+	100
3*Bonker (D)	+	+	+	NV	+	+	+	100
4 Morrison (R)	—	—	+	—	+	+	+	57
5*Foley (D)	+	+	+	+	+	+	+	100
6*Dicks (D)	+	+	+	+	+	+	+	100
7*Lowry (D)	+	+	+	+	NV	NV	+	100
8*Chandler (R)	—	—	+	—	+	+	+	57
WEST VIRGINIA								
1*Mollohan (D)	+	+	+	+	+	+	—	86
2*Staggers (D)	+	+	NV	+	+	—	+	83
3*Wise (D)	+	+	+	+	+	+	+	100
4*Rahall (D)	+	+	+	+	NV	—	+	83
WISCONSIN								
1*Aspin (D)	+	+	+	+	+	+	+	100
2 Kastenmeier (D)	+	+	+	+	+	+	+	100
3 Gunderson (R)	—	+	—	—	+	—	+	43
4 Vacancy								
5*Moody (D)	+	+	+	+	+	—	+	86
6*Petri (R)	—	+	+	—	+	—	+	57
7 Obey (D)	+	+	+	+	+	+	+	100
8 Roth, Toby (R)	—	+	—	NV	+	—	—	33
9 Sensenbrenner (R)	—	+	—	—	—	—	—	14
WYOMING								
1 Cheney (R)	—	—	—	—	—	NV	—	0

*Cosponsor of the American Defense Education Act

**Speaker of the House normally does not vote.

LEGISLATIVE REPORT CARD

U.S. Senate

Key

\+ right according to NEA position

— wrong according to NEA position

NV not voting

○ vote taken prior to member's election to Congress

1. Question: **Shall the Senate refuse to increase fiscal year 1984 education funding by $1 billion over the Budget Committee proposal?**

NEA position: No
Outcome: 46 yes, 48 no

The motion: To table Hollings amendment to the First Concurrent Resolution on the Budget, FY1984
Roll Call #75 May 5, 1983

2. Question: **Shall the Senate agree to the House-Senate Conference Report which would set a budget target of $16.1 billion for federal education programs in fiscal year 1984?**

NEA position: Yes
Outcome: 51 yes, 43 no

The motion: To adopt the House amendment to the First Concurrent Resolution on the Budget, FY1984
Roll Call #172 June 23, 1983

3. Question: **Shall the Senate disapprove the transfer of Department of Defense schools to the Education Department?**

NEA position: No
Outcome: 42 yes, 50 no

The motion: To table the Stafford/Roth amendment to the Defense Department authorization bill (S 675)
Roll Call #208 July 18, 1983

4. Question: **Shall the Senate delete $559 million from the education appropriations for fiscal year 1984?**

NEA position: No
Outcome: 50 yes, 45 no

The motion: To sustain the ruling of the chair against Bradley amendment to the education appropriation bill for FY1984 (HR 3913)
Roll Call #280 October 4, 1983

5. Question: **Shall the Senate approve the Martin Luther King, Jr. national holiday?**

NEA position: Yes
Outcome: 78 yes, 22 no

The motion: To pass the bill (HR 3706)
Roll Call #303 October 19, 1983

6. Question: **Shall the Senate delete $729 million from education funding in the continuing resolution?**

NEA position: No
Outcome: 53 yes, 36 no

The motion: To adopt the Hatfield amendment to the resolution (HJR 413) making continuing appropriations for FY1984
Roll Call #348 November 10, 1983

7. Question: **Shall the Senate refuse to approve tuition tax credits?**

NEA position: Yes
Outcome: 59 yes, 38 no

The motion: To table Dole amendment, authorizing tuition tax credits, to the House-passed tariff resolution (HJR 290)
Roll Call #365 November 16, 1983

	Vote Number							% Pro-NEA	
	1	2	3	4	5	6	7	98th Congress	Cumulative
ALABAMA									
*Heflin (D)	+	—	+	+	+	+	+	86	63
Denton (R)	—	—	—	—	+	—	—	14	6
ALASKA									
Stevens (R)	—	+	NV	—	+	—	—	33	24
Murkowski (R)	—	NV	—	—	—	NV	—	0	7
ARIZONA									
*DeConcini (D)	+	—	+	+	+	—	—	57	57
Goldwater, Barry (R)	—	—	NV	—	—	NV	—	0	0
ARKANSAS									
Bumpers (D)	+	+	NV	+	+	+	+	100	100
*Pryor (D)	+	+	+	+	+	NV	+	100	68
CALIFORNIA									
Cranston (D)	+	+	NV	NV	+	+	NV	100	100
Wilson (R)	—	—	—	—	+	—	—	14	14
COLORADO									
*Hart (D)	+	+	+	+	+	+	+	100	100
Armstrong (R)	—	—	+	—	+	—	—	29	23
CONNECTICUT									
Dodd (D)	NV	+	+	+	+	NV	+	100	100
Weicker (R)	—	+	+	—	+	+	+	71	71
DELAWARE									
*Biden (D)	+	+	+	+	+	+	+	100	53
Roth, Wm. (R)	—	—	+	—	+	—	—	29	29
FLORIDA									
Chiles (D)	+	+	+	+	+	+	+	100	100
Hawkins, Paula (R)	—	—	—	—	+	—	—	14	18
GEORGIA									
Nunn (D)	+	—	+	+	+	—	+	71	65
Mattingly (R)	—	—	—	—	+	—	+	29	12
HAWAII									
*Matsunaga (D)	+	+	+	+	+	+	+	100	100
*Inouye (D)	+	+	+	NV	+	NV	+	100	100
IDAHO									
McClure (R)	—	—	—	—	—	—	—	0	13
Symms (R)	—	—	—	—	—	—	—	0	0
ILLINOIS									
Dixon, Alan (D)	+	+	+	+	+	+	—	86	82
Percy (R)	—	NV	+	—	+	—	+	50	48

	Vote Number							% Pro-NEA	
	1	2	3	4	5	6	7	98th Congress	Cumulative
INDIANA									
Lugar (R)	—	—	—	—	+	—	—	14	14
Quayle (R)	—	—	—	—	+	—	—	14	13
IOWA									
Jepsen (R)	+	—	—	—	—	—	—	14	19
Grassley (R)	—	—	—	—	—	—	—	0	12
KANSAS									
Kassebaum (R)	—	+	—	—	+	—	+	43	29
Dole (R)	—	—	—	—	+	—	—	14	12
KENTUCKY									
Ford, Wendell (D)	+	+	+	+	+	—	+	86	88
*Huddleston (D)	+	+	+	+	+	+	—	86	68
LOUISIANA									
*Johnston, Bennett (D)	+	—	+	+	+	+	—	71	48
Long, Russell (D)	+	—	—	+	+	+	—	57	44
MAINE									
Mitchell, George (D)	+	+	+	+	+	+	+	100	100
Cohen (R)	+	+	—	+	+	+	+	86	65
MARYLAND									
*Sarbanes (D)	+	+	+	+	+	+	+	100	100
Mathias (R)	—	+	+	NV	+	—	+	67	80
MASSACHUSETTS									
*Tsongas (D)	+	NV	+	+	+	+	+	100	92
*Kennedy (D)	NV	+	—	+	+	+	+	83	83
MICHIGAN									
*Riegle (D)	+	+	+	NV	+	+	+	100	100
*Levin (D)	+	+	—	+	+	+	+	86	92
MINNESOTA									
Boschwitz (R)	—	+	+	—	+	—	+	57	46
Durenberger (R)	—	—	—	—	+	—	—	14	14
MISSISSIPPI									
*Stennis (D)	+	+	—	+	—	—	+	57	57
*Cochran (R)	+	+	—	+	+	—	+	71	40
MISSOURI									
Eagleton (D)	+	+	+	+	+	+	+	100	95
Danforth (R)	—	+	—	—	+	—	—	29	29
MONTANA									
Melcher (D)	+	—	+	+	+	+	+	86	85
*Baucus (D)	+	—	+	+	+	—	+	71	77

	Vote Number							% Pro-NEA	
	1	2	3	4	5	6	7	98th Congress	Cumulative
NEBRASKA									
Exon (D)	+	—	—	+	—	—	+	43	46
Zorinsky (D)	+	—	+	+	—	—	—	43	43
NEVADA									
Laxalt (R)	—	—	—	—	+	NV	—	17	13
Hecht (R)	—	—	—	—	—	—	—	0	0
NEW HAMPSHIRE									
Rudman (R)	—	+	—	—	—	—	+	29	29
Humphrey (R)	—	—	—	—	—	—	—	0	12
NEW JERSEY									
*Lautenberg (D)	+	+	NV	+	+	+	+	100	100
*Bradley (D)	+	+	+	+	+	+	—	86	85
NEW MEXICO									
*Bingaman (D)	+	+	+	+	+	+	+	100	100
Domenici (R)	—	+	NV	—	+	NV	+	60	43
NEW YORK									
*Moynihan (D)	+	+	—	+	+	+	—	71	71
D'Amato (R)	NV	+	—	—	+	—	—	33	25
NORTH CAROLINA									
East (R)	—	—	—	—	—	—	—	0	0
Helms (R)	—	—	—	—	—	—	—	0	12
NORTH DAKOTA									
*Burdick (D)	+	+	+	+	+	+	+	100	100
*Andrews, Mark (R)	+	+	+	—	+	+	+	86	53
OHIO									
Metzenbaum (D)	+	+	+	+	+	+	+	100	100
Glenn (D)	+	+	NV	NV	+	NV	+	100	100
OKLAHOMA									
*Boren (D)	+	—	+	+	+	—	+	71	50
Nickles (R)	—	—	—	—	—	—	+	14	12
OREGON									
Hatfield (R)	—	+	+	—	+	—	+	57	48
Packwood (R)	—	+	NV	—	+	—	—	33	31
PENNSYLVANIA									
Specter (R)	+	—	+	+	+	+	+	86	56
Heinz (R)	—	+	+	—	+	—	NV	50	50
RHODE ISLAND									
Pell (D)	+	+	+	+	+	+	+	100	88
Chafee (R)	—	+	+	—	+	—	+	57	57

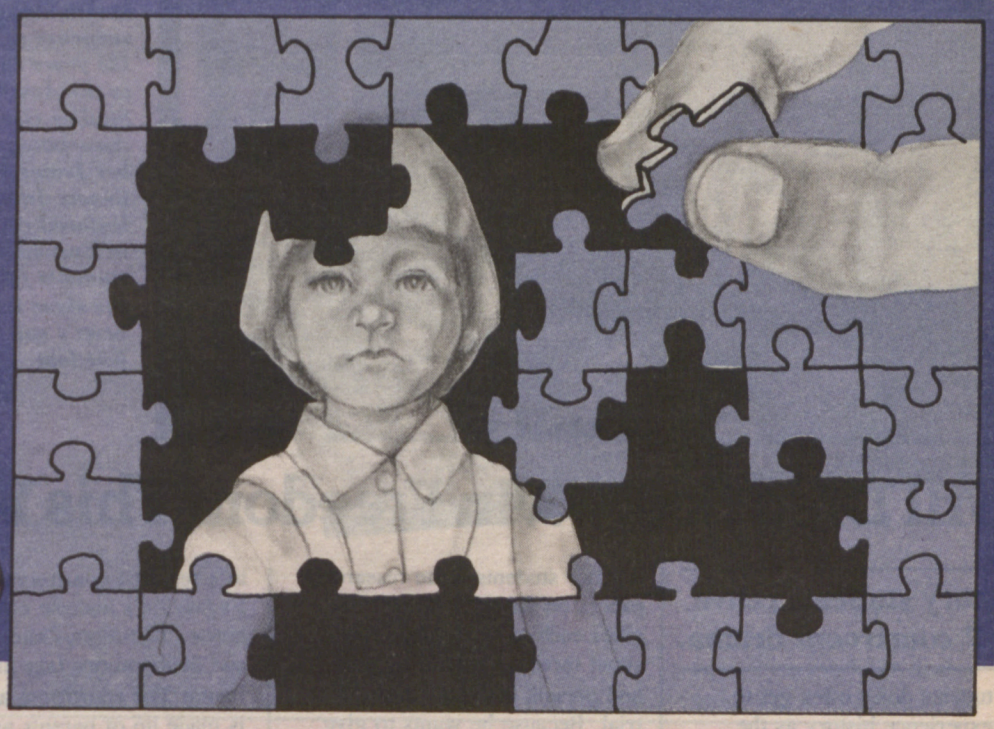
	Vote Number							% Pro-NEA	
	1	2	3	4	5	6	7	98th Congress	Cumulative
SOUTH CAROLINA									
*Hollings (D)	+	NV	+	+	+	NV	+	100	67
Thurmond (R)	—	—	—	—	+	—	NV	17	24
SOUTH DAKOTA									
Pressler (R)	—	NV	—	+	—	—	+	33	41
Abdnor (R)	—	—	—	—	—	—	+	14	18
TENNESSEE									
*Sasser (D)	+	+	+	+	+	+	+	100	100
Baker (R)	—	+	—	—	+	—	+	43	38
TEXAS									
Bentsen (D)	NV	—	+	+	+	+	+	83	83
Tower (R)	NV	—	—	—	—	—	—	0	22
UTAH									
Garn (R)	—	—	—	—	—	—	+	14	12
Hatch (R)	—	—	—	—	—	—	—	0	0
VERMONT									
Leahy (D)	+	+	+	+	+	+	+	100	94
Stafford (R)	+	+	+	+	+	+	+	100	100
VIRGINIA									
Warner (R)	—	—	+	—	+	—	+	43	28
Trible (R)	—	—	+	—	+	—	—	29	29
WASHINGTON									
Evans, Daniel (R)	○	○	○	—	+	NV	+	67	67
Gorton (R)	—	+	—	—	+	—	+	43	35
WEST VIRGINIA									
Byrd, Robert (D)	+	+	+	+	+	+	+	100	100
*Randolph (D)	+	+	+	+	—	+	+	86	79
WISCONSIN									
Proxmire (D)	—	—	+	—	+	—	—	29	29
Kasten (R)	NV	—	—	—	+	—	—	17	13
WYOMING									
Simpson (R)	—	NV	—	—	+	NV	+	40	35
Wallop (R)	—	—	—	—	—	—	—	0	0

*Cosponsor of the American Defense Education Act

IN THE CLASSROOM

SPOTTING AND HELPING THE ABUSED CHILD

Alert School Staff Can Make the Difference



In 1979, Bob Kaufmann, a high school guidance counselor in South Park, Penn., reported to the proper authorities that one of his students was a victim of severe parental neglect. He then endured several years of harassment by the local school board. Why? The student in question was the daughter of a South Park school official.

The student moved to a foster home and is now attending the University of Pittsburgh. Kaufmann, president of the South Park Education Association, filed a grievance protesting his harassment and was able to get letters of reprimand removed from his files. The student's parents charged Kaufmann with slander, but the case was thrown out of court.

"Although there's always a possibility of recrimination, teachers have a responsibility to report suspected cases of child abuse," Kaufmann says.

According to a report by the National Committee for the Prevention of Child Abuse, more than a million children in the United States were physically injured, neglected, or sexually or emotionally abused by their parents or guardians in 1982. At least 2,000 of those children died.

Mary Knopke, director of the Washington D.C., office of the American Humane Association, reports that incidents of child abuse run the gamut from incest to beatings to less obvious but equally serious cases of neglect.

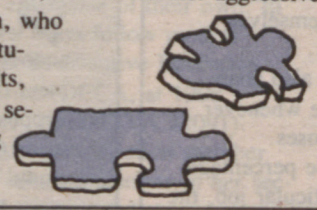
Laws in every state, the District of Columbia, American Samoa, Guam, Puerto Rico, and the Virgin Islands require school districts to report child abuse and neglect—and to protect persons who make the reports.

Many school employees assume that child abuse occurs only in families of low socioeconomic status, Kaufmann cautions. But it's a problem in middle- and upper-class families as well.

Kaufmann once heard a sociologist say: "Each of us raises our hands to harm kids. Some of us bring our hands down. Whether or not we become child abusers is merely a question of 28 inches."

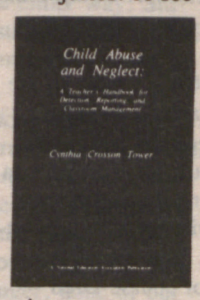
Educators should be alert to signs of possible abuse. Some are obvious—scars, black eyes, frequent injuries. Students who don't want to sit down or who refuse to change clothes in physical education classes may be victims of abuse.

Other signs are more subtle. Be alert for students who are consistently late for school or absent without reasonable explanation, who come to school too early and stay too late, who are either aggressive or withdrawn, who bully other students or adults, or who have severe learning problems.



"There are more than a hundred danger signals that teachers can look out for," Kaufmann says. "Why is Frank always sleepy in class? Why don't Mary's parents show any interest in her schoolwork? Why do the other students avoid Erick?"

All school employees can help abused children. A bus driver may be the first to notice a child's physical injuries. A secretary may observe persistent tardiness, and a cafeteria worker or custodian may be the one person a neglected child will trust.



Knowing how to deal with abused children in school is as important as reporting your suspicions.

"Abused children need guidance, hope, love, and discipline—things they probably never get at home," Kaufmann says. "Unless their lives are turned around, they'll most likely become child abusers themselves."

The 1983 NEA Representative Assembly took several actions on issues of child abuse. The Committee on Human Relations reviews Association activities and recommends policies and strategies to deal with the problem. Staff in the Human and Civil Rights unit administer the child abuse program.

To help educators who are faced with abused children among their students, the NEA Professional Library has just published a 112-page book, *Child Abuse and Neglect: A Teacher's Handbook for Detection, Reporting, and Classroom Management.*

The author is NEA member Cynthia Crosson Tower, assistant professor and coordinator of the Human Services Program in the Behavioral Science Department of Fitchburg (Mass.) State College. Tower is a former child welfare specialist for the Massachusetts Department of Social Services.

Her book provides information on prevention projects, materials to use with children, a bibliography, and supplementary materials—including a chart of physical and behavioral indicators of child abuse and neglect, information on reporting laws in each state, and a sample filled-in reporting form.

More than 500 NEA members and other educators across the country reviewed the manuscript as it was being developed and made helpful suggestions. Readers were enthusiastic: "Thanks! We need this! It should sit beside a teacher's staff manual and dictionary, for easy reference.". . . "It tells exactly *what* to do and *how* to do it.". . . "I am particularly impressed with the practical, step-by-step approach.". . . "Anyone who works with children needs to have a resource like this."

The book ($7.95 in paperback, $11.95 hardbound) will be available beginning January 31 from the NEA Professional Library, P.O. Box 509, West Haven, CT 06516. A companion leaflet—"What Parents Should Know About Child Sexual Abuse," coauthored by Tower and Susan Russell McCauley—will be available in packages of 25 for $3.95 from the same address.

Other new materials on child abuse—including audio tapes and plans for workshops—will be offered by the NEA Professional Library this spring. The entire kit will be called *Child Abuse and Neglect: The NEA Inservice Training Program.*

For more details on this kit, write to the NEA Professional Library at 1201 16th St., N.W., Washington, DC 20036.

—Marian Clayton

Tennessee Local Leads Community Drive To

STOP CHILD ABUSE

Members of the Women's Education Committee of Tennessee's Metropolitan Nashville Education Association (MNEA) are out front in helping abused children and their families.

The committee—along with the county's Sexual and Rape Abuse Center—received a grant from the Hank Snow International Foundation that paid initial costs for child abuse workshops.

"The workshops attract not only teachers but also community members," says Louise Smith, a health occupations teacher at East High School and chair of the Women's Education Committee.

In November, Nashville hosted a governor's conference on child abuse that attracted some 1,000 educators from throughout the Southeast.

MNEA activist Smith, who was on the conference program, has spent a number of years researching child abuse. As a nursing student at Vanderbilt University in the 1940's, she frequently saw children who had been abused to the point of hospitalization.

"They weren't labeled *abused* then," Smith recalls, "but the sight of those children was no less horrifying then than it is today."

A former elementary school nurse, Smith noticed the correlation between learning disabilities, discipline problems, and child abuse.

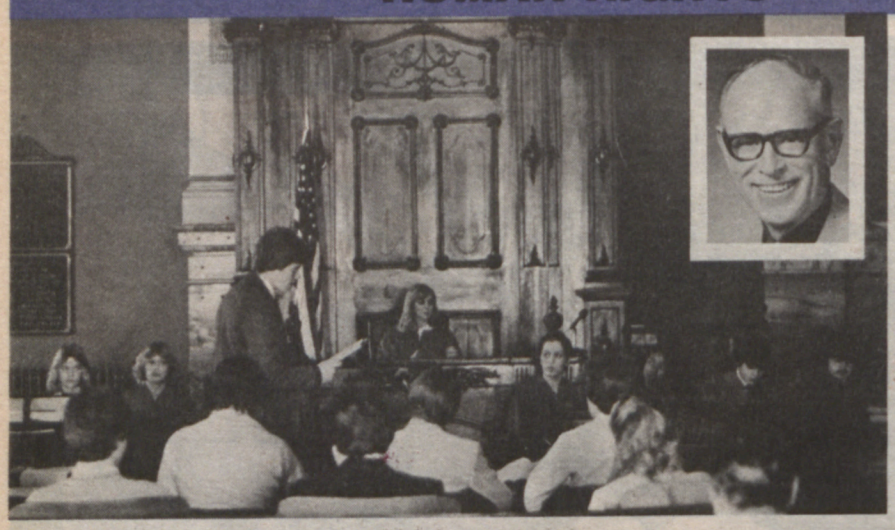
She did some research at the men's and women's prisons in Nashville and found that a high percentage of prisoners had been abused children.

"I'm convinced that teachers must help make the public aware of the severity of the problem," Smith stresses.

The MNEA Women's Education Committee is working to build a support network for teachers.

"Parents who suspect a teacher of reporting them sometimes threaten violence," Smith says. "In these situations, educators need each other. It's good to hear from a colleague, 'You have our support.'"

HUMAN RIGHTS



Black History Month brings the suspense of a trial 125 years in the past to the American Studies classes of Association member James VanCleave (inset). In a restored courtroom in Evansville, Ind., students reenact the slave Dred Scott's suit for freedom.

Will Dred Scott Win Freedom This Year?

History students relive 1857 courtroom drama.

Students don't often get to experience history as the powerful drama it was for those who lived it. But for the past four years, Association member James VanCleave's American Studies classes at Harrison High School in Evansville, Ind., have had just such an opportunity.

Each February, for Black History Month, VanCleave's 11th graders act out a landmark civil rights case—Dred Scott's battle for freedom. Beginning in 1846, Scott sued for liberty for himself and his family on the grounds that they had lived in states where slavery was illegal. His case ended in an 1857 Supreme Court decision holding that Black Americans "have no rights which the white man is bound to respect."

After students write research papers on the trial, VanCleave gives each of his four classes about three periods to prepare and present their version of the trial. Because he wants to give the student attorneys, witnesses, and justices the most realistic experience possible, he requires that students base their arguments only on materials that were available in 1857. Since the young advocates can't rely on the Thirteenth Amendment (which abolished slavery in 1865), the Missouri Compromise and the Bible become popular resources.

After VanCleave sees all the class presentations, he draws on them to cast 23 parts—the Supreme Court justices, a team of lawyers and a reporter on each side, witnesses, a cartoonist (no news photographers in 1857), and of course Dred Scott himself.

For setting, the class moves to a restored courtroom in Evansville's historic old courthouse. Testimony, interrogation, and deliberations take about 2½ hours. The courtroom audience is made up of parents and, usually, reporters from a newspaper and a couple of TV stations.

What verdict do the young judges reach? The first year, VanCleave recalls, it was 9-0 against Dred Scott. The next year it was 8-1, and after that 7-2. Finally, last year, the associate justices split their vote 4-4—but the Chief Justice voted for the slaveholders.

"It's very frustrating for Dred Scott and his defense," VanCleave points out. "Slavery was legal, and all the precedents rested on that, so building a good case takes a lot of ingenuity. The students get a very clear idea of how slaves were treated and how helpless they were under the law."

—Jane Power

Pay Equity Advocates Win Federal Court Victory

A U.S. district court in Washington State has handed a victory to advocates of equal pay for work of comparable worth. At issue: can the law help people who are paid less than co-workers whose jobs involve equal preparation, responsibility, difficulty, danger?

This pay disparity often involves discrimination by race or sex, and the Washington case was no exception. The employer in question was Washington State itself; the employees, led by the American Federation of State, County, and Municipal Employees, were workers in jobs held mostly by women.

The employees made two charges against the state: it had illegally undervalued their work, and it had segregated women into certain kinds of jobs. Their evidence was impressive:

- The state had based the pay for a job on surveys of rates of pay in the job market, but those rates were themselves discriminatory.
- The state had also abandoned market value whenever that suited its purposes.
- The higher the percentage of women in a particular job, the lower the pay was for that job.

Last May, while the case was pending, the state legislature moved to raise pay for employees who now get less than their work is worth—but appropriated only $1.5 million for equalization over the next two years. If future legislators keep this up, achieving pay equity will take 90 years.

The court's decision came in September, when U.S. District Judge Jack Tanner ruled that the employees were in fact suffering illegal wage discrimination. Judge Tanner plans to award back pay this winter. Depending on how it's calculated, it could amount to as much as $1 billion. Not surprisingly, the state says it may appeal the decision.

—Jane Power

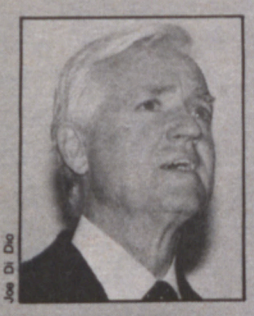
Need Materials For Women's History Week?

March 4 through 10 will be Women's History Week, and materials for observing it are plentiful. The National Women's History Project has compiled a catalog of books, posters, and cassettes—as well as balloons, aprons, frisbees, calendars, cards, T-shirts . . . you name it.

The Project stocks learning materials for students at every grade level (and for adults) to use in observing the Week or in learning about women's history any time. For a free catalog, write the National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402.

WASHINGTON WATCH

In a flurry of last-minute activity, the 98th Congress delivered NEA members a resounding victory and a temporary setback before adjourning its first session.



Joe Di Dio

The good news first: the Senate soundly defeated President Reagan's proposal for **tuition tax credits** for parents of private school children, by a 59-38 vote on November 16. The decision to table consideration of this measure was a real defeat for the Administration, which had made tuition tax credits one of its top legislative priorities.

NEA President Mary Hatwood Futrell hailed the vote as a victory for "our nation's children—90 percent of whom attend public schools." By stopping tuition tax credits, she added, "the Senate has stopped the Administration's politically motivated campaign to subsidize private schools at the expense of public education."

Commented Sen. Ernest (Fritz) Hollings (D-S.C.), *pictured above*, who championed the battle against tuition tax credits, "I don't think we'll have much trouble with this issue any more."

✔ The bad news was that on November 15 the House of Representatives failed to summon the two-thirds majority needed to pass the **Equal Rights Amendment**. The vote was 278 in favor and 147 opposed—only six votes short of the 284 required to approve a constitutional amendment. NEA is working with other national organizations to help build support for the measure. Both the House and Senate must adopt ERA before it can make a second try at gaining the 38 state ratifications needed to make women's rights part of the Constitution.

To find out where your representatives on Capitol Hill stood on tuition tax credits, ERA, and other key votes during 1983, see the Legislative Report Card (pages 6-8).

✔ For the first time in five years, a regular **education appropriations bill** was signed into law on October 31. The measure gives the U.S. Department of Education a $15.3 billion budget for fiscal 1984 (which began October 1, 1983). That total is some $2 billion more than the meager budget request submitted by President Reagan.

In mid-November the President signed a continuing resolution adding an extra $88.7 million for education, bringing the total ED budget to $15.4 billion (about the same as last year). NEA lobbying on Capitol Hill paid off in significant gains over last year's spending for certain programs, including Title I (up $270 million), impact aid (up $45 million), handicapped education (up $80 million), vocational education (up $20 million), and Pell Grants (up $400 million).

✔ On another positive note, the Administration has announced it will abandon efforts to water down enforcement of the Education for all Handicapped Children Act. Proposed new regulations for **P.L. 94-142** were published in August 1982 and subsequently withdrawn "for further study" under a barrage of public and congressional pressure. President Reagan has now given his personal assurance that the controversial regs will not resurface.

✔ The Reagan Administration invited 2,500 education leaders to its **National Forum** on Excellence in Education, December 6-8 in Indianapolis. Hopes for a meaningful dialogue plummeted early on when Education Secretary Terrel Bell, calling on all and sundry to help remedy America's education ills, ignored any federal role. The 100-member Association delegation echoed NEA President Mary Hatwood Futrell's disappointment with the Administration's "*let-George-do-it*" approach to the nation's school crisis.

✔ The 98th Congress returns to Washington to begin its **second session** on January 23. High-stakes politicking is anticipated as the election year gets under way.

At the top of NEA's agenda is passage of the American Defense Education Act, which could provide an infusion of up to $4 billion a year in federal dollars to local school districts. Also anticipated: reauthorization of both the Vocational Education Act and the omnibus Higher Education Act, efforts to end discrimination in insurance and pension plans, and much, much more. *Stay tuned...*

VOCATIONAL EDUCATION

Joe Di Dio

Teaching America's Future Entrepreneurs

Joe Di Dio

A Ford (Henry, that is) in Every Classroom?

"They never met a payroll."

That perennial charge of naiveté about the workings of the business world cannot be laid upon all today's high school students. Some of them *are* meeting payrolls—and doing everything else people who are in business for themselves do—all for credit toward high school graduation.

These students are enrolled in vocational education programs that have *entrepreneurial education* as a component. This is perhaps the next step beyond cooperative education in giving students academic credit for on-the-job experience.

What's new is that entrepreneurial education students learn more than how to be employees; they learn both how to set up and operate a business of their own and how to function as a manager in someone else's business.

The expectation is not that every kid should grow up to invent the Apple computer. It's enough that he or she at least think about undertaking "self-directed initiatives" and assuming "personal risks" in order to achieve a "profit-oriented business." These are hallmarks of entrepreneurship, according to the U.S. Department of Education's 1983 policy statement on entrepreneurial education.

Still, a devil's advocate might ask, What do high school kids need with learning to be a boss or manager? Isn't it a better use of their time to teach them to become competent employees?

There are several answers to that. For one thing, the payoff—competent self-employment—need not occur right after high school for an entrepreneurial program to be considered a success. For another, employment by others, especially in a managerial post, is often step one to self-employment. Finally, students in entrepreneurial programs make better employees.

Entrepreneurial education comes in two varieties. Students either simulate going into business or actually set up a profit-making enterprise of their own. In both cases, they often follow models designed by the Distributive Education Clubs of America (DECA, at 1908 Association Dr., Reston, VA 22091).

Norman, Okla., Association member Nancy Griffis uses simulations in her second year fashion merchandising class at Moore-Norman Area Vocational/Technical School. She explains: "My students' final project is to open a women's apparel business. They do a community survey, choose a location to rent, determine what kind of clothes they will sell, then actually go to the Dallas Apparel Mart to select the lines they'll show.

"They have two final tasks," she continues. "They must role-play a presentation to a local banker for a start-up loan, and work with carpentry students on a model of the actual installation they would make in the space they've selected."

In Montgomery County, Md., marketing and distributive education (MDE) teachers Amy Ravick and Jay Twilley chose the profit-making alternative. (*Twilley appears with student Silwano Sikyala in the photo on left, above.*) They opened the "for-profit" Classic Flowers at a shopping mall last fall. A few months earlier neither Ravick nor Twilley—much less the students—even knew how to make a corsage.

Now they all talk knowledgeably of *silks* and *fresh*, and they can make you a corsage or boutonniere either way. Students in the program staff the kiosk themselves—at the minimum wage—every hour the mall is open.

A similar profit-making shop—this one for gifts—has operated since fall 1982 in nearby Fairfax County, Va. Doris Rees, the Fairfax Education Association member who advised the program in its first year, describes how it works: "Except for the store manager, none of our class members work for money in the shop. They hire other people—usually high school students like themselves—to work there at the minimum wage.

"Students in the entrepreneurial program take turns serving on five oversight teams—in personnel, merchandising, promotion, store operations, and financial control," Rees adds. "We were able to make a net profit of 23 percent on gross sales of more than $15,000."

Entrepreneurial education can also be of use to kids who are already in business, such as Mark Tindell, a senior at Scottsbluff, Nebr., High School. When he entered Valerie Rainbolt's MDE class last year, Mark was already wholesaling rubber stamps and printed pencils to local office suppliers.

"But my record-keeping was makeshift," he explains. "I had no idea where my money was going. The marketing class helped me to figure that out."

Despite the example of Conrad Hilton, few high school students expect to become hotel moguls before they're 30. But for those who do, there are districts—including, again, Fairfax County, Va.—that offer hotel management programs.

Association member Lynn Mason came from the Marriott hotel chain to teach in the Fairfax program. She says, "We move our students through all the hotel departments, including front desk, kitchen, banquets, housekeeping."

One former student who still dreams hotel dreams is Robert Pierson, a 1981 graduate of the Fairfax program who's already an assistant front desk supervisor at a Westpark hotel. He'd like, he says, to "have my own cruise boat, a floating hotel."

Will entrepreneurial education stay the course? Most of it is offered by MDE teachers. According to Ed Davis, associate executive director of Distributive Education Clubs of America, there are about 9,000 such teachers at the secondary level, and 70 to 80 percent already include entrepreneurial education in their courses.

That doesn't mean, though, that student-operated enterprises on the model of the mall kiosks will proliferate. Those seem to thrive where close relationships exist between school districts and local businesses.

Given such positive environments, the for-profit entrepreneurial programs are likely to spread if they offer students something that traditional cooperative education doesn't.

Tasia Lampathakis, a student-proprietor of Classic Flowers, indicates what that might be: "I've had lots of jobs selling, but the managers don't want to train anyone under 18, so you really can't learn much or get ahead. But there's no ceiling like that when your *teachers* are involved."

—Nancy R. Needham

Keeping Your Shirt . . . At Any Age

Almost any business venture presents a risk to the entrepreneur. There are no guarantees against losing your shirt. But some ventures are likely to take not just your shirt but your whole wardrobe.

Would-be entrepreneurs of any age should be on guard against "multi-level operations" (a.k.a. "pyramid schemes"). You're likely to have hit on one if someone who claims to be selling you a product instead tries to get you to distribute the product yourself.

These schemes can only enrich the people who get in on them first, because every market has a saturation point that can be reached surprisingly fast.

Celebrate Vocational Education Week!

NEA joins the American Vocational Association (AVA) in sponsoring Vocational Education Week, February 12-18. This year's theme is Creating Partnerships for Excellence.

For a sample package of Vocational Education Week materials (including such items as a poster, button, careers newspaper, and order form for purchasing individual items in quantity), send $5 to AVA, Publication Sales, 2020 N. 14th St., Arlington, VA 22201.

TELEVISION

Through a Glass Clearly...The Way We Were

"A Walk Through the 20th Century with Bill Moyers" premieres Wednesday, January 11, on Public Broadcasting Service (PBS) stations. The 19-part series uses rare film footage and eyewitness recollection in an innovative exploration of the personalities, events, and issues that have shaped America in this century.

Moyers' topics range from America's love affair with the automobile to the impact of movie newsreels, the wildness of the Twenties, the personalities of Franklin Roosevelt and Adolph Hitler, and the pain and fire of the Black experience.

Underwritten by a grant from Chevron and presented jointly by WNET/New York and KQED/ San Francisco, the series will air on selected Wednesday evenings through next fall. Check local listings for dates and times.

Program summaries for January and February:

Marshall, Texas; Marshall, Texas. Bill Moyers, Lady Bird Johnson, and Congress of Racial Equality founder James Farmer all grew up in Marshall—a small town, half Black and half White. Changes that took place there during this century are a microcosm of the changes in America as a whole.

T.R. and His Times. Theodore Roosevelt—cowboy, soldier, explorer, hunter, historian, reformer, naturalist, and President—led America exuberantly into the 20th century. With biographer David McCullough, Moyers explores T.R.'s brief but golden career.

The Arming of the Earth. The 20th century began with the hope that new technologies would mean a safe and humane future. Now the century nears its end under the shadow of superweapons that threaten the earth itself with annihilation. Moyers traces the evolution of three weapons that ended the distiction between warrior and civilian.

The Reel World of News. The first newsreels flickered in America's theaters in 1911 and vanished with the advance of nightly television newscasts in the 1960s. In the years between, newsreels grew into a unique institution that informed and entertained entire generations.

The following curriculum ideas are designed to help you make classroom use of this outstanding new series.

Grade level:
Intermediate and high school.

Subject areas:
Social studies, history, language arts.

Specific objectives:
► To increase students' knowledge of history, politics, and social issues of the 20th century.
► To gain an understanding of the technological advances of this century.
► To examine social mores that are uniquely American.
► To help students see the order beneath the apparent chaos of this century's developments.

Previewing activities:
Before the initial program, have students—
► Write down in five minutes as many important 20th century persons as they can. As a class, compare these lists for similarities and differences.
► Name the most important event, the most important person, and the most important year of the 20th century. As a class, compare for similarities and differences.
► Take a pretest on name identification.

Premiere program questions:
(to be answered following viewing of first show)
► What significant persons or events were mentioned?
► How would you evaluate Bill Moyers' role in this episode?
► What are some conclusions reached in this presentation?
► What light does this show shed on today's world?
► Why was this program selected as the premiere show?

Anytime activities:
During the series, have each of your students—
► Identify the 20th century personality, living or dead, he or she would most like to meet and list 10 questions to ask that person.
► Compile an annotated bibliography of 10 outstanding books from the school library on the 20th century.
► Pick the date of an important event from the 20th century and write a newspaper editorial relevant to that day.
► Pretend to write a book on the 20th century, giving only chapter titles.
► Interview an adult who was a participant in a historical event—e.g., the Vietnam War. Have students tell either orally or in written form if their impression of the event has changed as a result of the interview. If so, how?
► Watch any program in the series with a parent or other adult who was alive during the period dealt with in that show. Have the adult react to the program with his or her own remembrances of the era. Have the students give their new impressions of the time period.
► Tell in which decade they would most prefer to have lived and why.

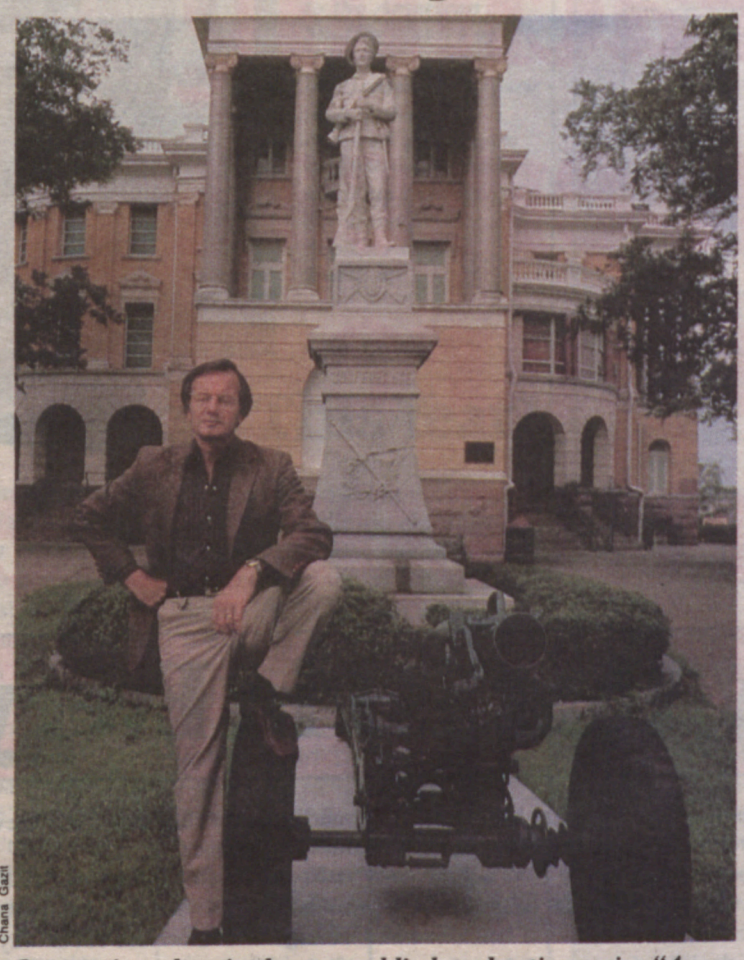
Activities for the class as a group:
► Discuss students' views of the most important national or international event of their lifetimes, and have them give rationale for their choices.
► Choose three students to each make a list of what they consider the five most important events of the 20th century. As a class, compare these lists.
► Create—and bury—a time capsule, with each student contributing an item representative of the 20th century.

Postviewing activities:
At the conclusion of the 19 programs, have your students individually—
► Select what they consider the five most important events of the 20th century and write about their importance to life today.
► Make up questions about the 20th century for a "century bee," which will simulate a spelling bee. Hold the "bee."
► Compare their preseries choices of important 20th century events with postseries choices.

Related reading:
Manchester, William. *The Glory & the Dream.* New York: Bantam Books, 1975.

"The Most Amazing 60 Years in History." *Time*, Special Anniversary Issue, October 1983.

This Fabulous Century. Eight volumes. New York: Time-Life Books, 1969-70.



Chana Gazit

On premiere show in the new public broadcasting series "A Walk Through the 20th Century with Bill Moyers," the host perches beneath a "Johnny Reb" statue in the town square while introducing viewers to his hometown of Marshall, Texas.

This guide was prepared by Kay Pinckney Braziel, a librarian and Association member at Stephen F. Austin High School in Austin, Texas.

Other NEA-Recommended Viewing (and Listening)

The National Education Association recommends the following television and radio broadcasts to members, students, and their families in the weeks ahead:

Great Performances—*PBS, Monday evenings. January 9, 9-11:30 p.m. ET:* "The Magic Flute" (opera). *January 16, 9-10 p.m. ET:* "Song for Dead Warriors" (ballet). *January 16, 10-11 p.m. ET:* "Edith Wharton's Looking Back" (retrospective drama). *January 23, 9-10:30 p.m. ET:* "Edith Wharton's *House of Mirth*"(drama). *January 30, 9-10:30 p.m. ET:* "Edith Wharton's *Summer*" (drama).

George Orwell: A Radio Biography—*American Public Radio, January (check local stations for broadcast dates and times).* Five-hour stereo journey through the life and times of a man eclipsed by the power of his own works. Timed to coincide with the beginning of the year Orwell made notorious.

Songs Jumping in My Mouth—*National Public Radio (check local station schedules).* Imaginative 13-part humanities series targeted for kids age six and up—and their families. Addresses the world of ideas, from the history of the planet to the reasons for bellybuttons, using children's own writings. Teachers can get a 120-page learning activity guide free from "Songs Jumping in My Mouth," WETA, Box 2626, Washington, DC 20013.

License To Kill—*CBS-TV, Tuesday, January 10, 9-11 p.m. ET.* A dramatization of the personal tragedy and legal problems caused by the death of a young girl at the hands of a drunk driver. This special focuses attention on the national epidemic that takes the lives of 26,000 Americans each year.

The Smithsonian World—*PBS, selected Wednesdays, 8-9 p.m. ET. January 18:* "Time and Light" explains how we measure time and use light as an artistic and symbolic tool. *February 15:* "Crossing the Distance" looks at the ingenuity, daring, and imagination human beings use to get from point A to point B.

The Lost Honor of Kathryn—*CBS-TV, Tuesday, January 24, 9-11 p.m. ET.* Marlo Thomas and Kris Kristofferson star in this made-for-TV movie about a young divorced woman who falls in love with a man who turns out to be a fugitive. He disappears while she is caught in a nightmare investigation, the victim of both police and press. Dramatizes the absolute lack of rights for a material witness called by a grand jury.

State Side

NORTHEAST

NEA-New York has called upon the state legislature to undertake a clear accounting of how much public money goes to nonpublic education. The Association charges New York with funneling more tax dollars into private education than all other states combined.

In testimony before the New York Assembly, NEA-New York President Tom Pisa pointed to state funding for such private school budget items as transportation, health services, textbooks, food programs, and services for handicapped students. Not every state funds these private school expenditures.

New York's costs for such services rose from about $99 million in 1978-79 to more than $160 million by the close of the last school year. That amounts to a 64 percent jump over four years.

But NEA-New York contends that since the state's aid to nonpublic schools often involves administrative services, or partial funding from local tax dollars, the actual total is considerably greater.

The New Jersey Education Association (NJEA) has launched a $100,000 media campaign to strengthen public education by making teacher careers more financially attractive.

The effort, which got under way in November, features the theme, "Pay Teachers Well—Education Is Worth the Price."

That message appeared on more than 125 billboards, in every daily newspaper and on every commercial radio station in the state, and in several magazines and weeklies.

NJEA is planning to follow up the campaign by having a bill introduced in the state legislature to set the starting salary for teachers at $18,500. That figure—$5,000 higher than the current average starting salary—was recommended recently by Gov. Thomas Kean as part of his proposal for a mixed bag of education reforms.

WEST

School administrators in Texas are finding themselves at the mercy of the sharp tongue of billionaire businessman H. Ross Perot, who chairs the state's blue ribbon panel on education reform.

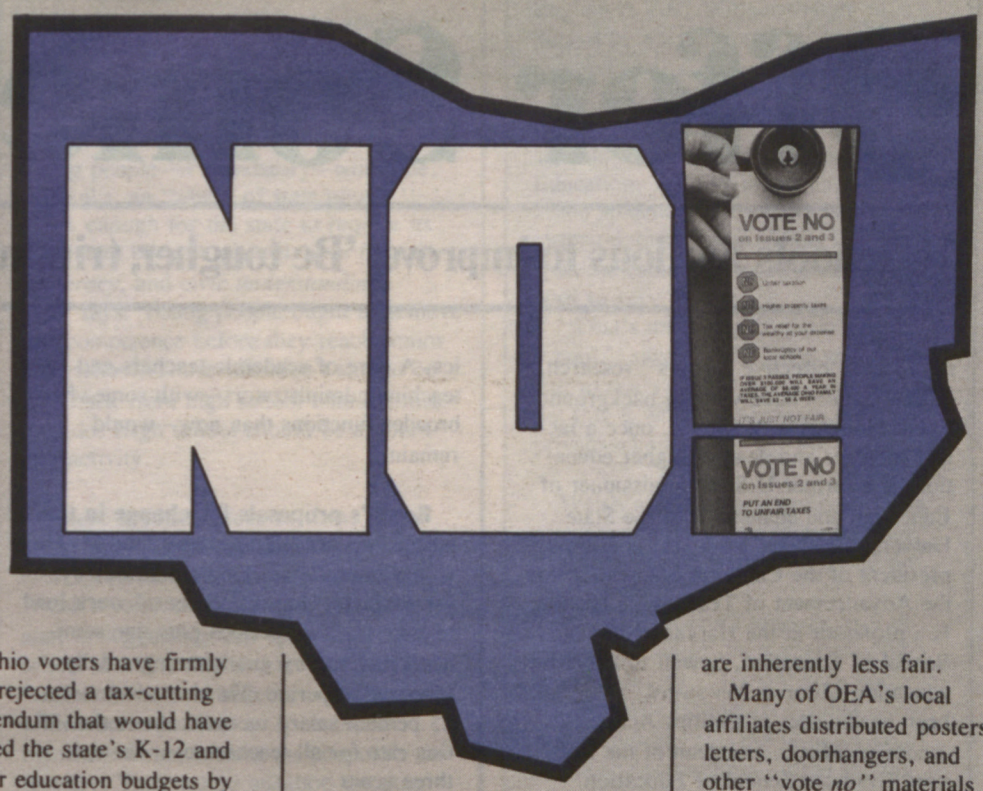
He's characterized the administrators appearing before his panel as members of "a good-old-boy network" who say, "This will all blow away and we'll get things back the way they were." Perot has sent the message that things are *not* going to stay the way they are, "because it's not in the best interest of the children."

To find out how best to reform one counterproductive but common administrator practice—what Texas Gov. Mark White calls the "over-administration" of teachers—Perot himself is picking up the $150,000 tab for a study of communication between teachers and administrators, to be conducted by business management consultants.

Comments Texas State Teachers Association President Dale Young, "It's refreshing to find someone outside the education community articulating teachers' concerns. We don't expect Mr. Perot to endorse collective bargaining for teachers, but if the study persuades him to recommend 'mandated communication' between Texas teachers and school boards, that will be a step in the right direction."

CUT AID TO SCHOOLS?

Ohioans Had This Answer:



Ohio voters have firmly rejected a tax-cutting referendum that would have slashed the state's K-12 and higher education budgets by at least 25 percent.

"Issue 3," defeated by a 56-44 margin in the November election, called for repeal of all tax increases and reforms passed by the legislature in 1983—including a substantial hike in Ohio's personal income tax. Much of the new revenue from these tax increases had been allocated to education.

Voters also defeated (by a 59-41 margin) "Issue 2," which would have required a three-fifths vote of the General Assembly for any future tax increases.

Both issues were ahead by better than 2 to 1 in early polling. The Ohio Education Association (OEA), working with an unprecedented coalition of farm, labor, social service, and state employee groups calling itself the "Committee for Ohio," went all out to turn voter sentiment around through grassroots political action.

OEA distributed over a million printed pieces—its own as well as the coalition's—to voters across the state. The materials showed that to cut the graduated income tax would almost certainly force higher property and sales taxes— taxes that are inherently less fair.

Many of OEA's local affiliates distributed posters, letters, doorhangers, and other "vote *no*" materials generated by local coalitions and geared to local situations.

"The overwhelming defeat of Issues 2 and 3 should be a signal that Ohioans are willing to invest in our future," comments OEA President Don Wilson. "Ohio can now have the fiscal stability that's been missing from this state for years."

In further evidence of growing support for education after years of school closings forced by lack of funds, Ohio voters also okayed 77 of 153 school bond issues and school tax requests on local ballots—the highest rate of approval in six years.

MID-ATLANTIC

Inspired by a Gallup poll that showed most people know little or nothing about their public schools, the Delaware State Education Association (DSEA) put together a coalition with 16 other organizations and launched a statewide campaign during American Education Week in mid-November to let citizens see for themselves just how excellent Delaware schools are.

"Knowing the public's tendency to blame teachers for their suspicions about the inadequacies of public education, we decided the teachers ought to take the initiative and educate the public," explains DSEA President Wally Young.

The coalition, called Friends of the Delaware Schools, circulated 500,000 flyers to invite the state's citizens—especially nonparents—to visit any public school and participate in special activities on Back to School Day, November 16. The flyers appeared in stores, banks, and even some pay envelopes.

The effort paid off royally. Thousands of people showed up November 16 at schools across the state—from 8 in the morning until 10 at night.

People who couldn't get to a school could visit via a 23-minute videotape commissioned by the Coalition, narrated by newscaster Howard K. Smith, and televised around the state.

MIDWEST

Exactly who would qualify for an education 'voucher,' under a proposal now being debated in the Minnesota legislature?

The bill says the income guidelines for determining eligibility "shall be 130 percent of the applicable family size income level contained in the nonfarm income poverty guidelines prescribed by the U.S. Office of Management and Budget as adjusted annually."

But it isn't the confusing formula that is the Minnesota Education Association's major objection to the voucher plan: it's the vouchers themselves. The plan would provide low-income families with state aid to pay tuition and fees at eligible public *or nonpublic* schools.

"Any kind of voucher plan stands as an indictment of the present system—an indictment we believe is unproven and unwarranted," MEA told the legislature in recent testimony. "The real solution to education's problems is to upgrade our existing public schools."

PACIFIC

A word to the wise is sufficient. On that principle the University of Hawaii Professional Assembly (UHPA), an affiliate of NEA and the American Association of University Professors, held a two-day strike in November. The word: negotiate!

The UHPA members, who have worked without a contract since the end of June 1983, want a rational salary schedule, arbitration of arbitrary and capricious tenure and promotion decisions, and sick leave for all unit members. But even more, they want their university to stop deteriorating and to move towards excellence.

Both senior and junior professors among the 2,700 faculty members of the state system walked the picket line—some in academic robes. A string quartet from the music faculty performed for the pickets. The strike, which mobilized broad student support, essentially halted higher education in the state of Hawaii.

But in this case, apparently, a word won't be sufficient. On the second day of the strike, UH President Fujio Matsuda said that "other than classes" the university was functioning just about normally.

Hawaii Gov. George Ariyoshi continues to insist that the state won't yield to the faculty's demands. A long-term walkout may be the only solution, UHPA leaders say.

SECONDARY SCHOOLS . . .

Critics Examine American High Schools, Offer Some Advice

To schools anxious to improve: 'Be tougher, trimmer, warmer, more focused.'

Kelly Wise

"One girl sat alone, fiddling. She had failed the first math problem. Curtis seemed to ignore her. She fiddled some more and finally said firmly, as he passed in front of her, 'Mr. Curtis, I'm waiting for you to help me.' Curtis turned briefly: 'Don't wait. Do some thinking for yourself.' With more audible sighs, she got down to work. Curtis kept an eye on her, stealing looks at her paper. In due course, he spotted something she'd done correctly. He swept over, pointing, and said for all to hear, 'That's great! That's great!' Everyone looked up, noticing. The fiddler flushed."

—Theodore R. Sizer
in Horace's Compromise

The new crop of studies probing U.S. high schools might seem at first glance to be "sons of *A Nation at Risk*." But in fact all four were in the works before the National Commission on Excellence in Education was even conceived.

The four books were commissioned. This means they grew out of not only their authors' but their sponsors' concern for the role of the secondary school. (*Primary sponsors are listed in the box at bottom of this page.*)

Authors Ernest Boyer, Gilbert Sewall, and Theodore Sizer, as "prescribing critics," each took a sizable cross-section of schools, looked for what was wrong, and came up with recommendations on how to improve things. In contrast, Lightfoot, the "describing critic," went to six schools with reputations for being good and tried to find out what made them so.

The books differ too in the content their authors chose to include. Lightfoot and Sizer rely heavily on illustrative anecdotes about what they saw in schools; Boyer pulls out similar material from his observers' reports, but includes more statistics and research results. Sewall gives much space to deploring the history of education fads and to extolling the possibilities for improvement suggested by the recent "effective schools" research.

The authors have varying backgrounds in education as well. Boyer, once a faculty member and dean in higher education, is a former U.S. Commissioner of Education and chancellor of the State University of New York. He is currently president of the Carnegie Foundation for the Advancement of Teaching. Lightfoot is a professor at the Harvard Graduate School of Education. Sewall is a former education editor at *Newsweek*. Sizer has been headmaster of Phillips Academy, Andover, Mass., and dean of the Harvard Graduate School of Education.

Have any of the authors ever taught secondary school? Sizer and Sewall have for sure—Sewall at Phillips Andover; Sizer, there and at other private schools. Unfortunately, there appear to be no former public school teachers among these authors.

Well, what would they have U.S. public high schools do? The three prescriptive authors—Boyer, Sizer, and Sewall—all want to increase both the height and the breadth of student achievement. They claim they understand the importance of teachers in doing so. Sizer says school reform should "restore to teachers and to their particular students the largest share of responsibility for the latter's education."

To do that, the three would in some way simplify the schools. Smaller is better, they agree. If schools have to stay big, then divide them into smaller "houses" or schools within schools. Sewall and Sizer want to rid the schools of many of their nonacademic functions, in part to make it easier for them to focus on academic goals.

Sizer's paring down of functions also has a radical aim. He wants to get teachers' student load down to 80—to "cut the faculty-student ratio in half, give teachers an average salary in the high 20's, and still come in at the same per-pupil cost." (This comment and some of the specifics below come not from his book but from an interview about it that Sizer gave to the Massachusetts Teachers Association last fall.)

Small schools that are relatively autonomous in decisions about curriculum (another Sizer aim) would require less administration. Consequently, many administrative positions could be eliminated, Sizer says. So could many "ancillary" services, such as driver education, big-budget physical education, and athletics. A core of academic teachers and teaching administrators—with somewhat broader functions than now—would remain.

Boyer's proposals for change in the teacher's work life are more modest. He would improve working conditions by, for example, limiting teachers' work load to four teaching periods plus one seminar a day and by guaranteeing a daily preparation period. He also advocates a 25 percent salary increase above the inflation rate for all teachers over the next three years.

What Boyer and Sizer are both trying to do is to create environments that will encourage intense academic exchanges between teachers and their students. They point out that the current environment—characterized by substandard salaries, teacher work load ratios on the order of 120:1 or 140:1, and a set of priorities that puts intercom announcements and attendance slips ahead of learning—encourages teachers to pull back from their students.

Sizer contends that even the best teachers are tempted to make compromises that can affect student achievement negatively. "Horace," a composite of the "old pro" English teacher, is clearly one of the best. His compromise? He gives his students less of his time than he knows they need.

Horace spends only 10 minutes preparing for each class session and five minutes per student per week (which nonetheless adds up to 10 hours a week) grading and writing comments on their papers. But with 120 students, even doing this much (and advising the drama club) gives Horace a work week of nearly 50 hours, for which he is "paid a wage [$28,100] enjoyed by age-mates in semi-skilled jobs...and by novices...in some other white-collar professions," Sizer points out.

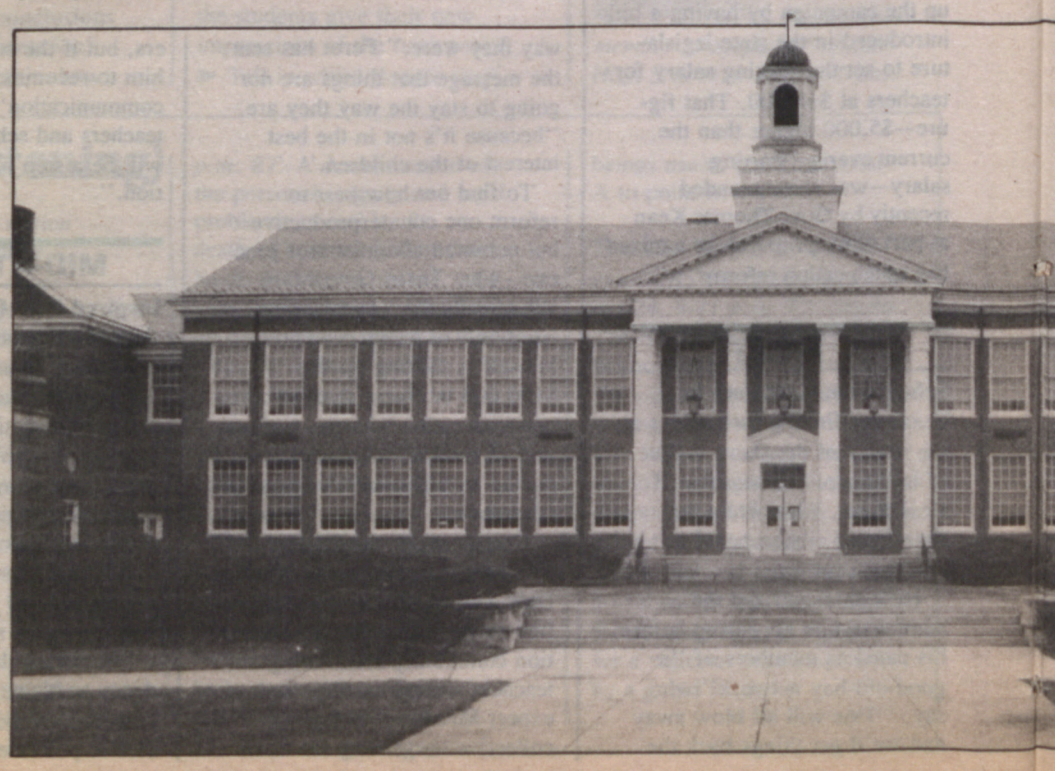
It's no wonder Horace moonlights in his brother-in-law's liquor store for an extra $8,000 a year.

Even more severe in their impact on student achievement are the unspoken bargains struck with students by teachers

R. Gregoire

"In Kennedy High, feelings of anonymity are diminished by personal encounters. In the halls, cordial greetings between teachers and students continue the dialogue begun in class; when a student is misbehaving, the teacher who knows him is likely to intervene. 'When I see her, I straighten up,' says a boy with a mischievous smile. 'She thinks I'm a good kid and I want her to keep on thinking I'm a good kid...not see me messing up.'"

—Sara Lawrence Lightfoot
in The Good High School



High School Quartet

High School: A Report on Secondary Education in America by Ernest L. Boyer for The Carnegie Foundation for the Advancement of Teaching. (Harper & Row. 363 pp. $15.)

The Good High School: Portraits of Character and Culture by Sara Lawrence Lightfoot. Primary sponsor: *Daedalus* (Journal of the American Academy of Arts and Sciences). (Basic Books. 399 pp. $19.95.)

Necessary Lessons: Decline and Renewal in American Schools by Gilbert T. Sewall. Primary sponsor: Council for Basic Education. (The Free Press, 206 pp. $16.75.)

Horace's Compromise: The Dilemma of the Amerian High School by Theodore R. Sizer. Primary sponsors: National Association of Secondary School Principals and National Association of Independent Schools. (Forthcoming from Houghton Mifflin. 240 pp. Tentative price, $16.95.)

. . . UNDER SCRUTINY

chools,

Robert R. McElroy

"In the calculus of student outcomes, the factors of government mandates, competency objectives, family disposition, and so much more play crucial roles. But the instant the classroom door is shut, these forces are driven toward the margin. It is the teacher, no one else, who engages pupils in the dynamic act of learning."

—*Gilbert T. Sewall*
in Necessary Lessons

less conscientious or more hopeless than Horace, say Boyer and Sizer. Boyer calls them "corrupting contracts;" Sizer, "conspiracies of the least."

The terms of the bargain are, in Boyer's words, "a light work load in exchange for cooperation in the classroom;" in Sizer's, the "least hassle for anyone." Such a "conspiracy" between teachers and students is necessary in many schools and for many classes, Sizer says, "because it is impossible for teachers or students to sustain rigorous, adventurous activity over a full six hours."

With smaller classes and higher salaries, teachers would not have to make Horace's compromise, much less be tempted into corrupting contracts. They would be free to use a greater variety of teaching methods, as Boyer recommends, to interest their students in the highly academic core curriculum he proposes (5 units of language, including a foreign language; 3½ units of social studies; 2 units each of science and math).

With only 80 students, Sizer's teachers could stop *telling* and start *coaching* their students, who themselves would be actively practicing writing or some other skill.

For their part, Sizer's students would be working toward examinations or "exhibitions" of work accomplished, as set by their school or state.

With students free of the need to amass units of credit, Sizer says, their teacher/coaches could give up their old departments—history, art, English—for membership in four superdepartments: inquiry and expression, mathematics and science (physical education would go here), literature and the arts, philosophy and history. Within these each faculty member would be expected to teach the entire curriculum.

Can all students manage the academic curriculum that Boyer, Sewall, and Sizer think is essential? Alone among these three, Sizer thinks they shouldn't be asked to. A common core of subjects for all young people—if mandatory—would be, he thinks, an "abuse of state power."

It's enough for the state to require its citizens to become competent in *literacy*, *numeracy*, and *civic understanding*, Sizer says. Young people ought to achieve that competence before they reach senior high school. Those who don't should be held back from high school courses until they do. High school should be a voluntary activity.

There is much more to these three books than can be discussed here—and even more that they imply. Patrick Welsh's comments (*boxed at right*) are a start in suggesting how individual public school teachers might react in a face-to-face confrontation with these authors.

Teachers speaking as Association members would look at the proposals differently. They would question the possibility of fairness to teachers, for example, in paring down a faculty—or to students, in creating a holding pen at the gate to senior high school.

Anyone speaking for the NEA cannot let pass Gilbert Sewall's hostility to the Association. Suffice it to say, Sewall opposes virtually every policy on behalf of students and teachers that the NEA has stood for in the last 15 years. (In contrast, Theodore Sizer reports that "many of the ablest teachers I met are also active unionists.")

John Phillips

"A basic curriculum for all students must consist of the consequential ideas, experiences, and traditions common to all of us by virtue of our membership in the human family at a particular moment in history."

—*Ernest L. Boyer*
in High School

Sara Lawrence Lightfoot's *The Good High School* hasn't fit into this discussion so far because it's not prescriptive.

Nonetheless, Lightfoot's portraits of three public high schools that have already achieved excellence in teaching (the fourth is a "turnaround" school that has only just reimposed order) fit into a discussion of improving schools. Because each is recognizable as a currently existing public school, it can serve as a model to teachers in other schools.

In these four schools, there's virtually no evidence of "Horace's compromise" or of any corrupting contracts. For richness of description, of course, read the book. But here's a quick checklist of characteristics of a "good enough"—not perfect—school, as unearthed by Lightfoot:

► A minimal level of order and decorum

► A consistently high regard for teachers

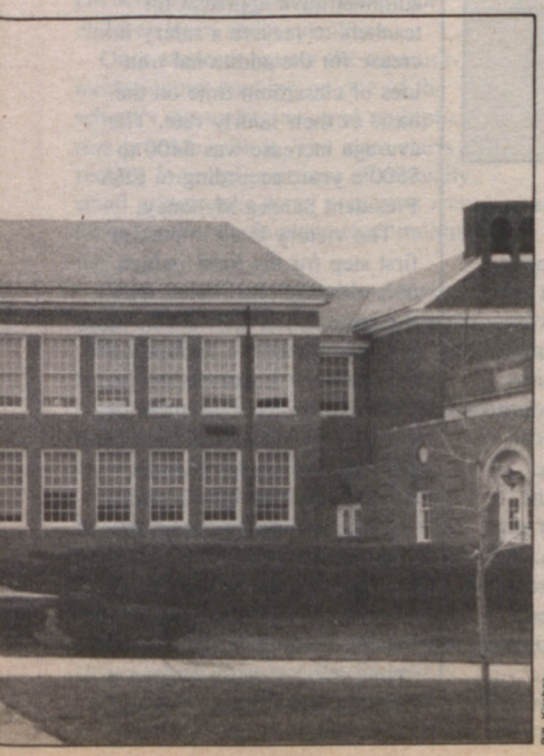
► A strong concern for the weakest students

► Consciousness of imperfections; willingness to admit them and seek solutions

► A visible and explicit ideology.

Even though *The Good High School* also contains portraits of two wealthy, private prep schools, Sara Lightfoot knows that places of privilege are not the only ones to "inspire loyalty on the part of both teachers and students." That can happen too in an inner-city high school, with 5,000 students, eight stories, and escalators. Lightfoot knows, because she's been there and written about it.

—Nancy R. Needham


Bill Kircher

A High School Teacher Reacts

Studies have their place, but no matter how lengthy or scholarly, they can't replace the teacher as the best source for finding out what's really happening in America's high schools.

Pat Welsh, 42, has been teaching English at T.C. Williams High School in Alexandria, Va., for the past 13 years.

Cited recently as one of the nation's outstanding secondary schools by the U.S. Department of Education, T.C. Williams enrolls 2,300 students representing nearly every minority group. Their families span the economic spectrum from very poor to very rich.

"That's the strength of our school," says Welsh. "It's very difficult to teach such a diverse group, but this is what sets us apart from the private schools."

Welsh offered these comments on a number of points made by the four new high school studies reviewed on these pages.

► *Teachers don't prepare as well as they should for their classes.* Not so, says Welsh. "I know very good teachers who despite their other responsibilities still put in many hours of outside preparation—often staying up 'til one or two o'clock in the morning. Good teachers do that, lousy teachers don't."

► *Schools—and classes—are too large.* Welsh agrees. "We've got 2,300 students here. I've had students fail in regular classes and then do well in summer school. I think it's because they get more individual attention there and aren't subjected to the distractions and intimidations of the large school."

► *Teachers deserve higher salaries.* "I'm amazed there are so many good teachers, considering the salaries," says Welsh. "But we've also lost some good ones, who've found better pay in private industry."

► *Schools should adopt a core curriculum.* Good idea, says Welsh, especially if the curriculum would link literature and the arts. "We need to teach how these two areas interrelate. Many kids have a negative view of literature."

This fall the *Washington Post* chose Pat Welsh to give its readers an insight into what goes on in the classroom. In his first article, Welsh described how the 1983-84 school year began:

Joe Di Dio

"I walk into my first class of the new school year: advanced placement English. It's wall-to-wall kids—31 of them, an amalgam of 'preppies,' 'jocks,' 'punks,' Orientals, blacks, and whites. The first thing I realize is that there are only 26 desks. I run to another room, grovel for five desks, get everyone settled, take roll, pass out the poetry and vocabulary sheets and read a poem, 'Advice to My Son,' by J. Peter Meinke. It is hardly a classic but maybe something good to break the ice. How can anybody, let alone a 17-year-old kid, get into poetry at 8:30 in the morning?

"I feel that fear I have at the beginning of each new year—the fear that I'll walk into the classroom and find I don't belong there, that the passion I've always had for teaching will have mysteriously disappeared. I'm thinking to myself, 'Will it work—will this mixed group of kids come together?'

"Suddenly, a girl puts up her hand and comments on Meinke's bread and wine image; the field goal kicker on the football team elaborates on it; the president of the senior class moves to the flower imagery, ties it to the bread and wine and cuts through to the heart of the poem. Hands are going up all over the place and instantly I feel it. It's coming back. I'm home. They haven't grown too young and I haven't grown too old. This should be another great year."

—Bill Fischer

Local Look

NEW JERSEY

Teachers in Woodbridge have elected the local NEA affiliate to bargain for them, ousting the American Federation of Teachers local that had been their bargaining agent since 1968.

Reasons for the return to Association representation? Woodbridge Township Education Association (WTEA-NJEA) President Toyce Collins cites the gradual reduction of Woodbridge teachers' salaries to among the lowest in the county, plus the failure of the AFT local to operate in a democratic manner.

"After having been a divided district for so long," Collins says, "it's now up to us to take substantial steps to organize a membership drive and unify the teachers here under Association leadership."

ILLINOIS

The Alton Education Association (AEA), a 'wall-to-wall' bargaining unit, recently won a grievance that ensures that five maintenance employees will collect their full overtime pay.

Early last school year, the employees had handled an emergency about an hour before they were regularly scheduled to begin work. The contract guarantees at least two hours of overtime pay, but the district refused to pay the full amount—about $10 apiece for each employee.

AEA immediately filed a grievance that dragged through all the steps. An arbitrator ruled in favor of the maintenance workers and AEA.

"For about $50 total, the school district could have gained the good will of the employees and saved about $1,000 in attorney fees and legal costs," says AEA President Phil Robbins. "Instead we got a lot of negativism and conflict. Somehow, spending $1,000 in order to save $50 doesn't make much sense to me."

OREGON

The schools in Junction City are open again, but the teachers still aren't happy. After rejecting needed tax increases at the polls three times this year and seeing the schools closed for a seven-day stretch last fall, Junction City voters finally passed a $3.25 million tax levy in November. The schools are now able to stay open until June—but it's the teachers who have paid.

The Junction City Education Association (JCEA), whose members have worked without a contract since the opening of school, offered to forgo the seven days' pay on condition that administrators do the same, that the district pay them back if it had a surplus of $100,000 at the end of the school year, and that the district agree to their contract proposal.

The school board's only response was a threat to bring an Oregon Employment Relations Board suit against the Association for trying to bargain for administrators.

"Our 111 members have never been so angry—or so unified," says JCEA President Garry Neil. "If it's going to be a long haul, we're ready for it."

HOUSTON TEACHERS DEMAND TO BE HEARD

Board Flees, Leaves Problems Behind

Teachers demonstrate their frustration at Houston Independent School District administration building. Morale problems have been building ever since Superintendent Billy Reagan decided to make Houston's 'incompetent' teachers a nationwide news story, says local Association President Camella Walker (inset).

At the Houston school board's October citizen hearing, the president and four of the seven other board members hastily met in a corridor, adjourned, and fled the building. The superintendent of schools also disappeared from the scene.

What were they all afraid of? Apparently, the district's teachers—10 percent of whom had turned out to protest the conditions that make teaching in Houston so demoralizing.

Some 200 teachers filled the auditorium where the hearing was to have taken place. Another 750 picketed noisily but peaceably outside. They wore black armbands, marked with the symbol of the United Teaching Profession. The Houston Teachers Association (HTA, affiliated with the Texas State Teachers Association and NEA) and Concerned Blacks for Quality Education were two of the groups that organized the demonstration.

With Superintendent Billy Reagan's penchant for national publicity, teachers elsewhere probably know some of the subjects the Houston teachers wanted to discuss with the board. They may, for example, have caught Billy Reagan's insulting appearance last fall on *60 Minutes*, during which he described his problems with "incompetent" teachers.

What they probably haven't picked up is that the grievance that overrides practically all others is the deluge of paperwork that all the superintendent's new management systems require of teachers.

The board members did return for their November citizens hearing, and so did the teachers—some 250 strong. HTA's Walker welcomed the runaway board back, saying: "Thank you for being at our hearing of citizens. It's difficult to talk to you when you're not here."

Nine teachers got time to speak, telling the board from the floor all the things they'd wanted to say the month before.

NEVADA

Too often, people who have problems with alcohol, drugs, or family situations forgo professional help. Usually they'll give one of two reasons: "I don't know where to go" or "I can't afford it."

Las Vegas teachers don't have either of those reasons, thanks to a contract provision won by the Clark County Classroom Teachers Association. It provides a teacher assistance program modeled on programs in private industry.

The program, called Project Help, will pay for the first two visits to any of three agencies—the United Way-backed Family Counseling Service or (nonsectarian) Jewish Family Services Agency or the private Psychiatric Associates of Nevada.

Teachers can seek out the program for themselves or suggest it for others. CCCTA leaders and Association representatives will be trained in identifying and approaching people with problems.

Project Help will be run by the agency that administers the district's medical plan. The school board will provide $10,000 for each of the two years of the contract. It has also agreed not to penalize any teacher for seeking help from the program.

FLORIDA

Students and teachers at Chapman Elementary in Apalachicola have endured intense heat in their classrooms for the last time.

The county's dire financial straits make it unable to afford repairs at Chapman, Florida's only solar-powered school building. But thanks to the Franklin County Teachers Association (FCTA), the state legislature recently approved open-ended appropriations to correct the technical and mechanical deficiencies that have plagued Chapman since it opened in 1970.

"No maintenance persons in the school are trained to run the system," reports FCTA President Annada Shaw. "It's run by a computer in Tallahassee."

FCTA drafted the bill to provide state funds for repairs, got it introduced by an Association-endorsed legislator, Rep. James Thompson, and then successfully lobbied for its passage.

CONNECTICUT

Time is money. That's the message the Shelton Education Association successfully impressed upon administrators when the board of education required an added ten minutes of instruction in the school day at Shelton High School.

Although formal contract negotiations had already concluded, the Shelton local won administrative approval for teachers to receive a salary increase for the additional minutes of classroom time on the basis of their hourly rate. The average increase was $400 to $500 a year, according to SEA President Sandra Mahoney.

The victory is an important first step for the local, which only recently reaffiliated with the Association after seven years with the American Federation of Teachers. Local leaders are pleased with the agreement because it provides additional compensation to teachers while establishing the right of the Association to bargain on the issue in the future.

"We told the board that the extension of the day couldn't be established unilaterally since it represented a major change in working conditions," Mahoney says.

RESOURCES

Free or Inexpensive

ART

Art and Craft Recipe Cards. Set of 20 3x5 index cards, with color photo of completed art project on one side, typewritten instructions on the other. Gives students (elementary and up) a chance to

create such art works as nylon people, clay masks, and macramé bottles. $6 (Idaho residents add 27¢ sales tax). Creative Crafts, 1119 E. Boise Ave., Boise, ID 83706.

GRANTSMANSHIP

Mini-Grants for Classroom Teachers. Leo McGee. Explains how teachers can find the extra money to take on special classroom projects by obtaining grants locally—on their own. 34 pp. Fastback no. 200. 75¢ each. Quantity discounts available. Phi Delta Kappa Educational Foundation, P.O. Box 789, Bloomington, IN 47402.

CLASSROOM ORGANIZATION

Student Team Learning. Robert E. Slavin. Describes the teacher-guided "student team" approach that lets students teach and learn from each other. Contains forms, worksheets, and a sample unit. 56 pp. $6.95. Stock no. 1827-3-00-E. NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (order via the postage-paid reply envelope following page 96 in the 1983-84 *Today's Education* annual).

INDUSTRIAL ARTS

Standards for Industrial Arts Programs. Provides guidelines to ensure that industrial arts programs achieve sex equity and meet special needs. Suggests criteria for evaluating all aspects of such programs, including student and instructor performance, safety, public relations. 88 pp. $4. American Industrial Arts Association, 1914 Association Dr., Reston, VA 22091-1596.

SOCIAL STUDIES/ POLITICAL ACTION

1984 Presidential Election: Keep Track of the Leaders. A red, white, and blue poster (25"x35") that uses flow-charts to let students (or Association political activists) keep track of how many convention delegates each candidate wins in state primaries and conventions. Also has a U.S. map with space to fill in names of winners of electoral votes on Election Night, November 6, 1984. Poster with curriculum guide and lesson plan, $5.75 (Calif. residents add 35¢ sales tax.) Prepay by check or money order. Creative Information Services, 7460 Cortina, Atascadero, CA 93422.

HEALTH

Teaching About Eating Disorders. A curriculum guide for secondary school teachers who want to teach about anorexia nervosa and bulimia, two eating disorders now on the rise among adolescents and young adults. $5 prepaid. Center for the Study of Anorexia and Bulimia, 1 W. 91st St., New York, NY 10024, Attn.: Prevention Division.

COMPUTERS

The Random House Book of Computer Literacy. Ellen Richman. Uses diagrams, cartoons, and text to explain the art of communicating with a computer, even programming it. The author is computer coordinator for Ohio's Chagrin Falls school district.

180 pp. including glossary. $9.95. From bookstores or from Random House/Vintage Books, 400 Hahn Rd., Westminster, MD 21157.

LANGUAGE ARTS

Ideas for Teachers from Teachers: Elementary Language Arts. Designed to

remedy—alas, only temporarily—the plight of elementary classroom teachers who "consume ideas for learning activities at an astonishing rate." 94 pp. $5.50; NCTE members, $4.50. Stock no. 22469. National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801.

GUIDANCE

College 'Scope: 1983-1984 National College Directory. Describes in chart form over 1,500 accredited colleges and universities in the United States. Gives such data as entrance tests required, SAT averages, costs, major undergraduate fields of study. 48 pp. $2.98 including postage. Financial Publishing Co., 82 Brookline Ave., Boston, MA 02115.

WRITING

A Two-Way Street: Reading To Write/Writing To Read. Maryellen Hains, editor. Prepared by a team from the Michigan Council of Teachers of English. Summarizes the content of some 80 children's books, stories, and poems, then describes writing exercises for children suggested by each. 105 pp. $4.75 including postage. Michigan Council of Teachers of English, P.O. Box 892, Rochester, MI 48063.

Idea Exchange

Cooking Up Math Skills

Elementary math can get pretty humdrum without ways to liven it up and give it a new angle. So Bebe Briggs, who teaches first grade at Aberdeen (N.C.) Elementary School, stirs a little nutrition education into the math.

The lessons start with measurements. Using beans, rice, cornmeal, and water along with measuring cups, spoons, pitchers, funnels, and strainers, the children learn about quantities.

Once students master the measurements, actual cooking on one of the school's stoves begins—and multiplication practice with it. The class starts with recipes for single portions. Eventually, small groups take turns preparing something for the whole class—and multiplying as they do it.

Fresh fruits and vegetables, from apples to zucchini, offer more practice with counting. Briggs reports that the actual distributing and eating of the foods—especially unusual ones like coconut, avocado, or rutabaga—fix the experience in the children's minds.

The day's school lunch can offer a lesson in making graphs. Briggs may draw on the chalkboard some of the foods served and ask pupils to stand in front of the item they liked best. This makes a "human graph": the longest line shows which food was the favorite.

Briggs goes on to represent each child as a stick person on a chart; eventually she uses bars or other symbols. Other possible graph topics are ways students

Bebe Briggs

get lunch (buy it, bring it, go home for it), the most popular fruit or vegetable, the week's helpings from each of the four food groups.

Briggs also may have her class calculate calories and prices (for example, for a balanced menu), estimate amounts (maybe of nuts in a jar), compare sizes and shapes and densities, and classify foods (plant/animal, vegetable/fruit, root/stem/leaf).

Briggs says her students not only get plenty of math, but they're eating it up.

Warm-Ups for the Mind

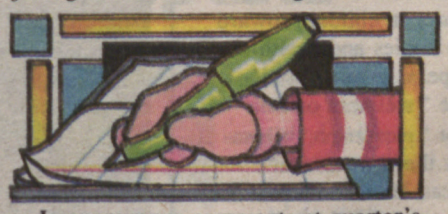
"You tend to remember things a lot longer when you write and think about them." That's a typical student reaction to the journal-writing assignments Ada Lou Carson gives her quarterly freshman composition and humanities classes at Ferris State College in Big Rapids, Mich. Carson got the idea from Toby Fulwiler, now director of writing in the English Department at the University of Vermont.

Each day for the first three weeks of the quarter, Carson assigns a topic on which students are to write for at least five minutes that evening—or, rarely, leaves the topic open. For the rest of the quarter she continues to suggest topics, but the writing is optional and each entry brings a small amount of extra credit. She collects and skims the journals three times each quarter.

With the freshmen, Carson begins with "Write down how you feel at the end of your first day of college classes." Eventually she uses the journal assignments to prepare for more formal themes, to get students to notice outside events related to class discussion, or to get them thinking about subjects like "If you could pass one law, what would it be?"

In the humanities class, Carson asks students to discuss something in the reading assignment or relate it to their own experience. One especially successful assignment was "What person we've studied would you like to talk to, and what would you ask that person?"

When students hand the journals in, Carson asks them to mark the entry they most want her to read. Besides skimming the whole journal, she thoroughly reads that entry and a few of the others, jotting reactions in the margin.



In anonymous comments at quarter's end, students often say the journals have helped them get started writing and they've appreciated the chance to write without worrying about mechanics. Other reactions to journal writing: "It helps me not only to organize my thought and opinions on subjects, but to keep up with my reading." "It lets you explain things to yourself—put ideas in your own mind." In short, "It really gets your mind and heart working."

Deal Discipline In

If the jokers are wild in your classroom, Mary Boice has a "card game" that might calm them down. Boice, who teaches kindergarten and first grade in North Fork, Calif., describes a plan that works well for primary grade teachers at North Fork Union Elementary School.

Boice puts up a wall chart that allots each child four colored 3x5 cards in a pocket. At the beginning of the day, a white card is at the front of every pocket. If a student breaks a classroom rule, Boice asks that child to "change a card," putting the front card at the back of the pocket.

Mary Boice

Each card has more severe consequences than the last (yellow: warning; green: lost recess; red: lost recess and a note to take home).

A red card also means spending the last hour of the week in the school's "think tank"—where children discuss why they're there and how to keep from coming back. Meanwhile, the students who did *not* get a red card that week are playing, doing art work, watching a movie, or doing something else they enjoy.

A student who doesn't "change a card" all day gets a happy face on the white card, and a student who gets a face for every schoolday of the month can choose a small gift—many of which the teacher gets free from book clubs.

The card system gets results, says Boice, and it seems to be tamper-proof: last year kids came down hard on a classmate who tried to cheat at "cards."

Meet: Judy Rutz

Steve Jennings

In Sickness...and in Health

School nurses may not yet be in the limelight, but at least they're beginning to come out of the shadows. As the evidence linking students' health and classroom performance mounts, attitudes are shifting—and school nurses are assuming their rightful position at the center of the educational stage.

Judy Rutz, a 20-year health care professional, finds herself in the middle of this transformation. Now in her third year with the James Dennis and Harvest Hills Elementary Schools in suburban Oklahoma City's Putnam City school district, she's convinced that the public will soon fully appreciate the contributions nurses make—not merely to the health of students, but to the health of U.S. education.

Margo Fraser, communications director for the Oklahoma Education Association, spoke with Rutz recently about the many dimensions of her work.

How does school nursing differ from your previous nursing jobs?
Before becoming a school nurse, I worked at different times as a recovery room nurse, a children's psychiatric nurse, an infection-control nurse, and a hospital in-service teacher. In all these positions I was recognized as a competent health care professional, not a "Band-Aid queen."

A Band-Aid queen—is that how most people perceive the school nurse?
Fortunately, the public is coming to realize that school nursing involves much more than it once did. So the public attitude toward school nurses, which has been traditionally poor, is improving.

The National Association of School Nurses, to which I belong, has worked long and hard on this problem. Now we're beginning to see the dividends.

School nursing has gone through a progressive, dynamic evolution from the time when we nurses were around just to apply bandages and ice packs. We're evolving, but our identity needs to be strengthened still more.

What do you mean by identity?
We have to let people know who we are and exactly how we fit into the overall education picture. We can't let our image be distorted.

The school nurse has a multifaceted job as the one member of the educational team with expertise in health. Unfortunately, our contribution is often disregarded by legislators, parents, school boards. The more people understand our roles, the more they appreciate and support us.

What are those roles?
I see myself as a resource person for parents and faculty, and as someone who develops positive attitudes in children toward their own bodies and health. When I speak to students, I emphasize "wellness orientation," not "worseness orientation." By that I mean that students can learn, with practice, not to respond to stress with physical symptoms. My emphasis on wellness is an attempt to get students to understand just how much control they have over their own bodies. And that control implies responsibility.

I also teach first aid, drug awareness, nutrition, growth and development, and other health-related units in the classroom. My colleagues at the secondary level teach marriage and family life classes and units dealing with school-age pregnancy and sexually transmitted diseases.

I'm also a guidance counselor, a social worker, and a record keeper.

What is a typical work day for you?
Typical is a term that doesn't apply to my job. Every day I see from two to 30 students with different needs. My first week here, for example, I had to deal with a case of severe child abuse, an outbreak of head lice, and a child with a broken arm.

Just a few days ago a student had open-heart surgery. He'll need my care and understanding when he returns to school.

I assess students who have chronic illnesses—like asthma and arthritis—as well as those who've had recent surgery. And each year I thoroughly screen every child in kindergarten and grades one, two, three, and five for vision and hearing problems, scoliosis, nutritional deficiencies, high blood pressure, etc. When time permits I try to screen fourth and sixth graders too. Screening, by the way, includes keeping extensive health and immunization records.

Steve Jennings

I serve on curriculum committees—including one that devised the health and nutrition program we now use. I'm also an active participant in the Individualized Education Program (IEP) process. And I deal with child abuse cases.

How do you handle those?
It's very important for me to get to know the children well enough for them to trust me and confide in me. I serve as a liaison between the abused child and the Department of Human Services (DHS) which, by law, works with abused children and their parents or guardians.

My role is not only to report suspected cases to DHS but also to follow up on cases that DHS has referred to me. I do this by fostering the trust that I've developed with the child and by providing emotional support.

Is child abuse prevalent here?
We deal with child abuse—or some aspect of it—every day. Child abuse is not just physical abuse. It's also nutritional and medical neglect, and emotional abuse.

What about children who pretend to be sick in order to get out of class?
Oh, that happens every day! Or almost every day. After a time, you get to know exactly which students will try this ploy.

I'm gentle with them, but I talk to them firmly about using and manipulating other people for selfish reasons. School nurses also identify school phobias and help students deal with these real fears.

What would you say are school nurses' top goals?
Number one would be better understanding by the community of our role in the educational process. The popular attitude that nurses are less important than other school employees is a real concern to us. We'd also like to see a realistic ratio in the number of students per nurse.

How many students do you work with now?
I'm relatively fortunate. I'm responsible for 1,100 students in two elementary schools.

The Putnam City school district has a positive and supportive attitude about health care needs. Our junior and senior highs have each always had a full-time nurse, and every two elementary schools share one. In many school districts, standards aren't this high.

Ideally, the National Association of School Nurses recommends a ratio of 750 students per nurse.

How is your time divided between the two schools where you work?
I go to one school every morning and the other every afternoon. And of course I'm on call for emergencies at either school any time during the day. The schools aren't very far apart, so traveling between them isn't a problem.

As a school nurse, how do you stay current in your profession?
Since we're certified as teachers as well as nurses, we have to continue our education the same as classroom teachers do to keep our teaching certificates current. For me—and every other teacher and nurse in my district—that means accumulating 75 in-service "points" within the next five years.

I also attend monthly meetings conducted by our district's coordinator of health services, to keep abreast of new trends in the field.

Do you ever have time to do anything outside of nursing?
I'm active in my church, my community, professional associations, three PTAs, and two school athletic booster clubs, as both a faculty member and a mother of three boys (10 to 17).

Where Would We Be Without Them?

The National Association of School Nurses (NASN) invites faculty and other school staff to take time on January 25 to drop by their school nurse's office and wish their colleague a happy School Nurse Day.

Goal of this annual observance, always the fourth Wednesday in January, is to salute the nation's 40,000 dedicated school nurses and to provide the public with a better understanding of the vital work they perform.

SUBBING IN THE '80s

There's No Substitute for Preparation

Like the elves in the fairy tale, subs do your work when you're not there. And they'll do it best if, like the fortunate shoemaker, you make sure all the tools and materials are ready at hand.

You may not always have the power to set up the ideal situation, where you have a regular substitute who knows you, your assignments, and your students. But you can do a great deal to help a sub give your class a productive day—or week, or more.

Former secondary teacher (now sub) Roy Ault of Buckeye Lake, Ohio, and former sub (now teacher) Rio Rita Jackson of Vance Junior High School in Memphis, Tenn., offer some suggestions.

► Provide up-to-date, detailed lesson plans, not a general outline. Include objectives and a range of activities and resources to use in reaching them. The plans for a few previous lessons can help the sub see just how the class is moving and what you've already presented.

► Leave a sheet of instructions (basically schoolwide, but with special directions for your classroom)—for example, Is there a phone? Where? Whom do you ask for if you call the office? Should an absence report go in after every period, or just at the end of the day?

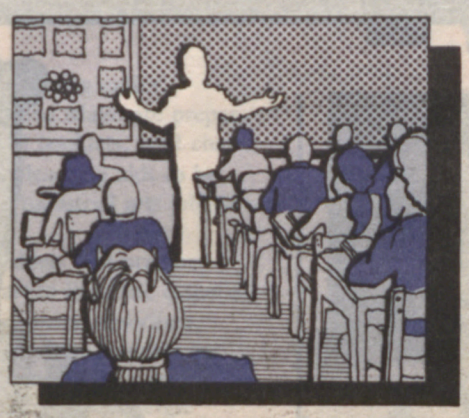
► Leave a list of basic forms (hall pass, referral to office) and their locations (which desk drawer?).

► Leave an up-to-date seating chart (typed, if possible, to prevent misreading of names).

► List one or two reliable students who can act as assistants, for example in taking roll. List any kids who have a legitimate special reason to leave the room.

► For a study hall (with dozens of students and much coming and going, surely one of the sub's greatest challenges), leave an up-to-date roster and list of the rules and regulations.

► Leave a test—it'll probably work better than even the best lesson plan. Students will take it seriously, and it won't be hard to administer. But to work, a test has to be good, not just a last-minute scribble. It has to be clear, because the sub won't be able to explain it, and it has to be long enough to cover almost the whole period, with a detailed plan for any time left over.



► Let students know what they should accomplish while you're away. Don't let them think they can get away with doing nothing.

► Leave the class text (and the chalk) on your desk, not locked up somewhere.

A substitute can get help—or hindrance—not only from teachers, but from administrators as well. You may want to pass along Jackson's and Ault's suggestions for principals:

► Make sure the sub is called as far ahead of time as possible. The night before is good, early in the morning is OK, but after school starts you'll have trouble getting anybody to come.

► Give the sub as much information over the phone as possible. Where is the school? Is there parking? What's the class schedule?

► Give the sub a floor plan of the school with the classroom marked.

► Walk the sub to the classroom and make sure it's unlocked. Check to make sure the regular teacher has left all the lesson plans and materials the sub will need.

► Explain any extra duties the sub will be performing: what, when, and where are they?

Unfortunately, the principal may have little to say about one of the greatest factors in getting good substitutes: a professional rate of pay. In central Ohio (among other places), a sub can work 180 days a year and still make less than $5,500.

—Jane Power

Survival in an Alien Environment

A Guide to Subbing in Secondary Schools

by Jo Ann Little Jennings

You don't have to slay a dragon to prove yourself these days: just try teaching someone else's class. Some people have wondered why nobody hands substitute teachers their last cigarette and a blindfold before they set out for work—but survival is possible.

Here are some ideas that can help you survive, and maybe even thrive:

► Don't expect love at first sight. Subs have to prove themselves . . . over and over again. And even so, the comfortable control gained by having the same class every day may still remain a dream.

► Develop a reputation. Life improves a little when students know you won't waste their time or let them waste it.

► Remember, you're there to teach, not to babysit. If all the direction you get from the regular teacher is "Let them study" or "Show this movie," just go on to the next day's work in the lesson book. If all you find is blank pages, look back and start from what the students did last. If you look back and find blank pages, try to get some ideas (and, if possible, worksheets) from another teacher of the same subject and grade level.

► You can try to learn names by looking to see who answers when you call roll, but you're likely to forget who's who once roll is finished. You might pick a dependable student and ask for an instant seating chart. Or walk around during a written assignment and look at the names on the papers.

► Know the right answers to vital questions. If students ask, "When is it due?" always say "Today." If they ask, "Will it be graded?" always say "Yes." If they ask, "Did the teacher assign this, or just you?" it's wise to say it was the teacher. After all, *you're* a teacher. If they ask, "Are you a mean teacher?" try saying, "I'd like to be nice," or "I'll be nice to you if you're nice to me." But if you see that that won't happen, get tough from the start—don't wait until it's too late. The students would rather have a disciplined day than a wasted one.

► Use your judgment on letting students out of class for medical or other emergencies. When the first student asks to be excused to go to the bathroom, agree. But when the second, third, and fourth follow immediately, you're right to be suspicious.

► Don't hesitate to ask for help if you need it. You're performing a difficult service, and the school must back you up with discipline if they expect you to work there again.

► Know when to turn down a job. If you can, stay in your subject or at least in a subject to which you can do justice. It's not enough for you to be a warm body collecting pay, even if that's all the school district wants. If you do find yourself with a class in an unfamiliar subject, try asking students to help one another, or hold a discussion on some societal aspect of the topic—for a math class, computers and society; for a science class, the impact of medical advances.

► Leave a note for the teacher. Mention both the problems and the things that made your day easier. If you have a problem that might face another sub in that class, point it out. And let the teacher know if you'd like to work with that class again. You may get the chance to become familiar with the students and the teacher's approach—and end the unfamiliarity that's a sub's biggest problem.

A former English teacher and a freelance writer, Jo Ann Little Jennings began substitute teaching in the Bolingbroke, Ill., schools in the fall of 1980.

Part-Time Work for Full-Time Experts

"Most substitute teachers are looking for full-time work, but these days it's hard to find," says Darlene Vanek. Vice-president of Iowa's newly formed Dubuque Substitute Teachers Association (DSTA), Vanek taught the elementary grades for 13 years before moving to Dubuque and starting work as a sub in 1979.

In recent years, conditions for Dubuque subs have gone from bad to worse. About two years ago the school district began limiting substitutes to 119 days of work a year. Then it ruled that in calculating the 119 days, a half-day's work would be treated as a whole day. Eventually it required substitutes to sign a resignation form as soon as they've worked 90 days in a year.

Mark Holm

Like any other teacher, Iowa substitute Darlene Vanek works to get classes to do their best. Here children try to guess the "mystery student" whose good behavior can win them all a reward.

The final straw came last summer. The district began requiring that a long-term substitute work not 10 but 20 days in the same room at the regular sub rate ($39 a day) before starting to get the pay scale of a first-year teacher ($71.68 a day). "That means $326.80 less pay for the second two weeks of an assignment," explains Vanek. "We decided we had to group together to fight these cutbacks in the amount of pay we can earn."

The JDC UniServ unit (serving Association members in Jackson, Jones, Dubuque, Delaware, Clinton, and Clayton counties) is helping DSTA with organizing and with research into conditions in other districts. DSTA plans to take its case to the school board and the state's Public Employee Relations Board.

Long-term assignments, or repeated work in a particular school, can really make a sub one of the faculty, Vanek has found. In fact, teachers in one of her regular schools have invited her to sub after hours—on their bowling team.

—Jane Power

People

Dianne Anderson

Longtime Association activist Viola Schellenberg, 71, won a second term on the Anchorage school board in October. As ballots were counted, she awaited results at the headquarters of the Anchorage Education Association. The seven-member Anchorage school board now has five AEA-backed members.

Schellenberg, who retired after 47 years of teaching and junior high school counseling, was jailed along with the rest of the AEA executive board during the bitter Anchorage strike back in 1979. Just a year later, she won her seat on the school board.

"That first term was a valuable learning experience," she reflects. "I was able to keep the impact on teachers, students, and parents a central consideration in our decisions—and as a retired teacher, I could do that effectively."

School board work takes a lot of time, Schellenberg says—but she still manages to keep up her bowling.

Bob Grimm

Columbus, Ohio, teacher Suzanne Buelow recently received $4,000 as an out-of-court settlement in a Title VII sex discrimination suit she filed with the Ohio Civil Rights Commission and the Equal Employment Opportunity Commission against her school board.

At issue was Buelow's salary as head coach of the Northland High School girls' track team. Buelow was paid $2,100 less than head coaches of boys' track teams in the same district over a four-year period beginning in 1976.

"The law allows me to get double the difference," says Buelow. "My settlement was close to that, so I'm satisfied."

Kona Photographic Arts

George Probasco, a middle school science teacher in Arapahoe, Nebr., invites us to guess with whom (or should that be *what*) he and his family spent a recent summer.

Here's what he says, absolutely straight: The females are tall and lanky; the males, shorter and blockier. They both have long necks, banana ears, and soft padded feet.

With a little work, you can develop them into gentle pets. The females are very careful around children. They would never spit on them. They do spit on each other, though, to establish dominance. The males do that by chest-butting, neck-wrestling, and knee-nipping.

Actually, both sexes have two ways of spitting. One is to expel colorless saliva that's relatively odorless and harmless. Or they can regurgitate malodorous food from their stomachs and expel it at their opponents. This leaves such a disagreeable taste in their mouths that they let them hang open to air out.

They can live at any elevation, go for long periods without water, and be trained to carry packs of 65 to 100 pounds for 15 to 20 miles a day. You can even train them to jump into the back of a pick-up truck with a stock rack or into a cattle trailer.

They're wonderful on the trail when they've learned to follow the leader. Their eating habits and low food requirements mean they do very little ecological damage.

T. M. Gill

They produce black, brown, and white wool, which you can spin—though it can't be washed before spinning because it doesn't contain lanolin.

One more fact: They were only allowed to enter the United States for a short time, back in the 1930s. One of the importers was William Randolph Hearst.

Have you got them identified yet? If not, see the answer at bottom of page 21.

Utah to Hawaii on 5,000 calories a day—without gaining a pound! What could this be, a special interest tour for gluttons?

That's hardly the way to describe the training sequence **Keith Donaldson,** Association member in Utah's Weaver district, imposed on himself when he decided to compete in the 1983 Iron Man Triathlon race in Kona, Hawaii. In fact, without a daily intake of 4,000 to 5,000 calories, Donaldson could not have undergone the grueling practice for the three sequential triathlon events: a 26-mile marathon run, a 112-mile cycling trip, and a 2.4-mile swim.

During the school year, Donaldson's regimen began at 4 a.m. and ended at 10 p.m. In between he took several 10-mile bicycle rides, swam for 1½ hours, ran 8 to 10 miles—and taught third grade at Club Heights Elementary!

As it turned out, the regimen worked well enough to place him 96th out of some 1,100 competitors at Kona last October 22. After waiting until Thanksgiving to start training again ("you always have to rest a month after a marathon"), Donaldson is now getting ready for next fall's triathlon.

Nicholas J. de Gregory

Two Association members in Passaic, N.J., have teamed up to remove barriers that keep students with limited English-speaking ability from entering vocational education programs.

Mona Scheraga (*far right*), an English teacher, and **Lawrence Mayo** (*second from left*), chair of the industrial education department, won a $1,000 Hilda Maehling Fellowship from NEA for their project, aimed at some 300 Passaic High School students with limited English ability.

Using drawings and captions to make learning easier, Scheraga and Mayo are preparing special booklets, wall charts, and other learning aids to be placed in industrial arts laboratories.

Art students will prepare the line art to illustrate essential operations being described.

Explaining the impetus for the program, Mayo notes, "The assimilation of the foreign-speaking student into our technically oriented society is important for both the social and economic benefit of our students and the nation as a whole."

Don Fisher

It started out as a simple sabbatical, but it became a cross-country odyssey exposing the need for professional reform, says school nurse **Mary Sue Innes** (*left*), who works at Pleasant Valley High School in Broadheadsville, Pa.

She and colleague Gloria Foss (*right*), a school nurse at Delaware Valley High in nearby Milford, spent some 10 weeks last spring on a whirlwind tour of more than 25 states. Their initial curiosity to find out how their counterparts around the country are faring quickly mushroomed into alarm as they dropped in on school nurses in each city and town they visited.

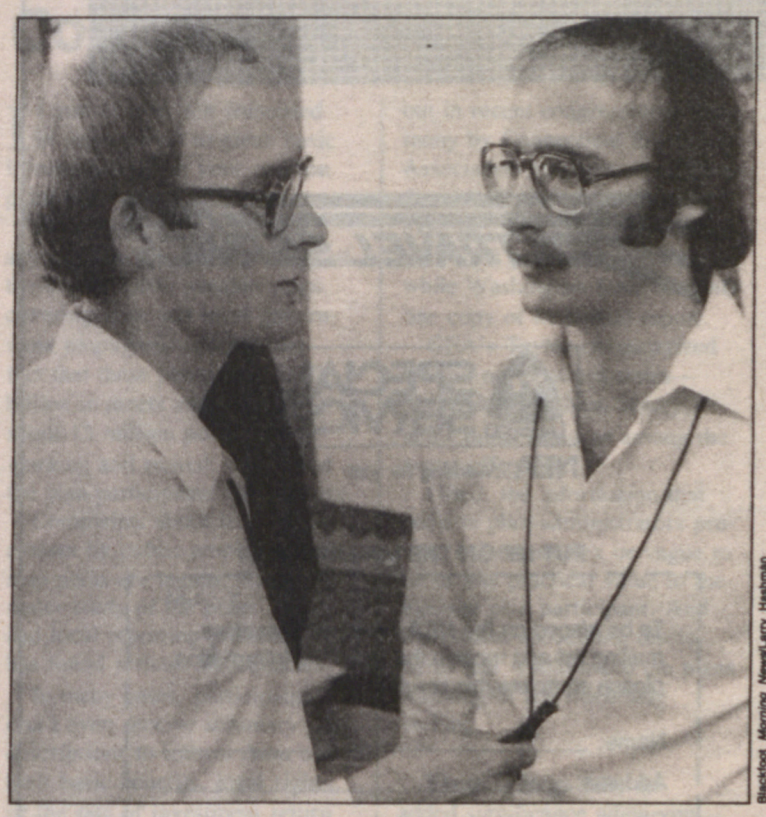
Although school nurses generally have academic credentials equal to teachers', Foss and Innes found they're not always paid on the same salary scale. One nurse they met was earning a starting salary of $9,000—the same as the school custodians.

In Salt Lake City, they found two school nurses and an aide serving a population of 27,000 students. Nurses' office space in some schools was cramped and inadequate, with permanent records stored in cardboard boxes for lack of filing cabinets.

"The trip was a real eye-opener," reflects Foss, who along with Innes came home with a new appreciation for the Pennsylvania laws that make her working conditions seem relatively good.

"If school nurses are going to be more than just a voice in the wilderness, we've got to seek unity by becoming active in our professional associations," adds Foss. "We need to join forces with teachers and begin to work toward changes."

See related story on page 18.



Blackfoot Morning News/Larry Hashman

Sibling rivalry can mean fun for kids—when the rivalry is between their *teachers*, that is.

Twin brothers **Tom** (*left*) and **Tim Thorpe** teach sixth grade in different towns in southeastern Idaho. Last fall they started a new family tradition by bringing their two classes together one day at Tom's school, Hazel Stuart Elementary in Shelley, to compete in spelling, math, and flag football.

Students polished up their skills, had a fine time, and made friends from the other side of Bingham County. Tom, the former president of the Shelley Education Association, says he and Tim plan a return match this spring, featuring spelling, math, and soccer.

Mike Lydick

North Stonington, Conn., English teacher **Linda Miller** was one of some 50 Association members and students who auditioned for parts in the Connecticut Education Association's new radio spot.

Miller didn't get a part—but producers at the East Hartford recording studio where the auditions took place were so impressed with her mellow voice and professional approach that they hired her on the spot to do voice-overs and announcements for other professional recordings and commercials they produce.

Still somewhat in a daze, Miller says, "This was my first venture into the world of advertising and radio, but I now have what appears to be a successful second career as a professional announcer."

She plans to do her announcing after school and on weekends and holidays.

Answer to Puzzle

Did you guess *llamas*? Probasco and his family think they're terrific. They tended the herd at the Great Divide Llama Ranch, Loveland, Colo., in the summer of 1982. Stop in if you're in the neighborhood.

George Probasco

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17

YOU AND THE LAW

Battling 'Test-the-Teacher' Laws: NEA Gains a Powerful New Ally

A standardized test can accurately assess teacher competency. True or false?

Some state and local school officials say the answer to that question is "true." Many of these officials already use a standardized test—the National Teachers Examination (NTE) or a variation—to screen people *entering* the teaching profession. But now there's a groundswell of support among local school boards, state education agencies, and legislatures for using standardized tests to judge the competency of *currently* certified teachers.

Michael Kagan

Teacher competence "cannot be measured effectively by any paper-and-pencil examination," Educational Testing Service President Gregory Anrig tells top education officials of the 50 states.

Can a multiple-choice test by itself adequately measure teachers' abilities? Delegates to NEA's annual Representative Assembly have concluded repeatedly that no single test should determine initial certification, let alone retention in the profession. Teachers, current and prospective, ought to be judged on multiple criteria—and be fully involved in determining what those criteria are.

NEA's position has recently won support from a federal court in South Carolina—and, perhaps more significantly, from the testing organization that designs and administers the National Teachers Exam!

The South Carolina federal court ordered the rehiring of three experienced teachers who had been terminated for what the Marion County school district considered low scores on the National Teachers Exam (see *NEA Today*, December 1983, page 9). The judge questioned whether the NTE should ever be validated as the sole criterion to terminate a teacher.

Then in November the head of the New Jersey-based Educational Testing Service announced new guidelines that will bar use of its NTE to evaluate experienced teachers.

"It seems just plain wrong to tell someone who has been judged a satisfactory teacher for 10 to 15 or 20 years that the passing of one test on one day is necessary to keep his or her job or salary as a teacher," ETS President Gregory R. Anrig told the Council of Chief State School Officers, gathered in Little Rock, Ark., for their annual meeting.

No other profession requires its members to pass tests as a sole and determining condition of employment after they are on the job, Anrig pointed out.

NTE scores are evidence of "academic preparation and achievement only," Anrig noted, not teacher performance. Once employed, he stressed, teachers can be evaluated directly, "and you can then assess those essential qualities of teaching competence, in addition to academic knowledge, that cannot be measured effectively by any paper-and-pencil examination—qualities such as dedication, sensitivity, perseverance, caring."

Anrig stated categorically, "NTE tests should not be used by school districts—or state agencies—directly or indirectly, to determine the compensation, retention, termination, advancement, pay supplements, or change in provisional employment status of teachers once they are employed. Such decisions for teachers in service should be based on teaching competencies as determined directly by the supervisory and evaluation procedures of the employing school district."

He added that his organization will not provide NTE services to any state or school district to test teachers already employed and certified.

The new ETS guidelines, which reflect NEA policy, are a result of a continuing dialogue over the past two years between NEA and ETS.

The new ETS position directly contradicts the thrust of legislation passed this winter in Arkansas that will require every currently employed teacher and school administrator to pass a functional academic skills test—reading, writing, and math—and a specialized test within his or her specific certification area.

The new law, scheduled to take effect next school year, is the nation's first to mandate testing for recertification.

Arkansas legislators passed the law after Gov. Bill Clinton threatened to veto a one-cent sales tax earmarked for education unless they accepted his testing plan.

The Arkansas Education Association (AEA) has labeled Clinton's testing program an insult to the profession and launched a massive grassroots campaign to persuade the public of its absurdity.

"We'll leave no stone unturned—politically, legislatively, or legally—in our efforts to correct this situation," says AEA President Peggy Nabors. "We won't quit, and we won't begin cramming for tests."

If your local school district or state attempts to use standardized test scores as the criterion for retaining or dismissing practicing teachers, contact your local or state Association. The Association will challenge the questionable assumption that a paper-and-pencil test can fully measure the qualities that make a teacher competent.

—Sheilah Vance

YOU AND YOUR RETIREMENT

Congress Eyes Public Pension Reform

If you've ever felt frustrated in your efforts to glean basic information about your pension plan, you're not alone.

What amounts to a conspiracy of silence surrounds many of the nearly 7,000 pension plans covering state and local government employees—despite the fact that these plans total $260 billion in assets and affect about 13 million people—both working and retired. A third of the plan participants are teachers.

Complaints about lack of disclosure by public employee pension plans are legion. Every major study of the plans' state and local reporting practices has found serious inadequacies.

In many cases, participants don't even receive summary plan descriptions to inform them of their basic benefits, legal rights, or the rate of investment return on their pension funds. A 1981 study by the Urban Institute reported that up to 40 percent of public employee retirement systems didn't automatically furnish plan descriptions to participants. Another 18 percent didn't provide them even upon request.

Specific examples of states that are particularly negligent in their disclosure were pointed out in recent congressional testimony by Connecticut Education Association research coordinator Suzanne Taylor. Illinois, for example, has no written evaluation of its pension systems, while Washington State has only one copy of its annual report.

CEA's Taylor characterized several northeastern states—Massachusetts, New Jersey, and Connecticut—as among the worst offenders.

Often, the information that pension plan administrators provide is too complex or vague to be of any practical value to the average plan participant. And the critical accounting disclosures that would make the plans meaningful are frequently lacking.

These failings take on added significance when you consider that many pension systems are poorly run and subject to political abuses. "In state after state," asserts NEA Government Relations Director Linda Tarr-Whelan, "public employees find their pension plans not funded on a sound actuarial basis."

In a recent report, the American Federation of State, County, and Municipal Employees warns of "conflicts of interest, unprofessional portfolio management, and political manipulation" in the handling of pension funds.

All too often, important investment decisions fall into the hands of local politicians who are less concerned with generating healthy investment returns than with bankrolling local projects or shoring up municipal bonds. The result of this political meddling is lousy investment returns that end up making the pension plan more costly than it needs to be—both to taxpayers and to plan participants.

How do public pension systems, made up of the hard-earned dollars of thousands of working men and women, get away with this mismanagement? A study for the Twentieth Century Fund notes, "The great majority of such [pension plan] disclosures are wholly inadequate to allow legislators, employees, or the public to judge the inadequacy of fund administration." In other words, the abuses are perpetuated by keeping the public in the dark.

Fortunately, most experts agree that this darkness can be lifted. They contend that stricter reporting and disclosure standards could help reduce mismanagement by bringing funding abuses to light *before* they seriously endanger the system.

Reform-minded public employees have begun to press for passage of a federal law that would set standards for public pension funds in the same way the 1974 Employee Retirement Income Security Act (ERISA) has done for private sector pension funds. ERISA has played a major role in identifying and reducing fund mismanagement.

Thanks to lobbying by NEA and other groups, Congress has begun considering a public sector counterpart to ERISA—the Public Employee Pension Plan Reporting and Accountability Act (PEPPRAA). This proposed legislation would—

► Establish federal reporting, disclosure, and fiduciary standards, as well as administrative and enforcement procedures, for public employee pension plans. (A fiduciary is anyone exercising discretionary authority over a pension plan.)

► Provide an exemption from federal regulation in cases where state laws set substantially equivalent standards.

► Ensure that public pension plans are operated openly and honestly without intruding on the autonomy of state and local governments.

► Create an Advisory Council on Governmental Plans to monitor the implementation of PEPPRAA and to suggest to the President and Congress any amendments that might be needed.

Testifying in support of this proposal before a subcommittee of the House Committee on Education and Labor, NEA's Tarr-Whelan asserted, "We believe that state and local retirement systems and programs should include actuarial and investment policies that produce sound financing, . . . protection against incursions on retirement system assets by state and municipal governments, and fiduciary standards that mandate the prudent operation of public employee pension plans. Of course, states that are sufficiently meeting these responsibilities should be exempt from these provisions."

If you'd like to support efforts to bring about greater disclosure by public employee pension plans, write to your representatives in Congress and urge them to consider the safeguards NEA is proposing.

—Vicky Lytle

YOUR NEA

Financial Report to Members

From NEA Secretary-Treasurer Roxanne Bradshaw

Joe Di Dio

To the Executive Committee and Members of the National Education Association of the United States:

We have examined the balance sheets of the General Fund and the Capital Improvement Fund of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES (a nonprofit corporation incorporated by Act of the United States Congress) as of August 31, 1983 and 1982, and the related statements of General Fund activity and changes in financial position for the years then ended. We have also examined the consolidated balance sheets of the Special Purpose Funds of the National Education Association of the United States and subsidiary as of August 31, 1983 and 1982, and the related consolidated statement of activity and changes in fund balances for the year ended August 31, 1983. Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the financial statements referred to above present fairly the financial position of the General Fund, Capital Improvement Fund and Special Purpose Funds of the National Education Association of the United States and subsidiary as of August 31, 1983 and 1982, and the results of General Fund activity and changes in financial position for the years then ended and the results of Special Purpose Funds activity and changes in fund balances for the year ended August 31, 1983, in conformity with generally accepted accounting principles applied on a consistent basis.

Washington, D.C.,
November 3, 1983.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
GENERAL FUND
BALANCE SHEETS
AS OF AUGUST 31
(Note 2)

ASSETS

	1983	1982
CURRENT ASSETS:		
Cash and short-term investments (Note 5)	$ 8,853,021	$ 9,358,219
Membership dues receivable from state associations—		
Notes, current portion (Note 3)	546,012	571,914
Other, net of reserves for cancellations and uncollectible amounts of $1,239,915 in 1983 and $1,138,713 in 1982	10,569,864	10,467,359
Notes receivable—other, current portion	114,469	305,449
Publication sales and advertising receivables	74,326	80,576
Amounts due from affiliates and other organizations, net of reserve for bad debts of $50,000 in 1983 and 1982 (Note 1)	878,550	793,180
Prepaid expenses	1,526,049	1,233,168
Other assets	1,030,787	700,413
	23,593,078	23,510,278
LONG-TERM ASSETS:		
Investment in securities at cost, which approximates market value	10,470	10,470
Notes receivable—dues, long-term portion (Note 3)	624,455	362,678
Property under capital leases, net of accumulated amortization of $1,362,270 in 1983 and $1,058,304 in 1982 (Note 1)	1,694,310	3,041,403
Equipment, less accumulated depreciation of $847,147 in 1983 and $358,976 in 1982	3,526,747	237,694
	5,855,982	3,652,245
Total General Fund assets	$29,449,060	$27,162,523

LIABILITIES AND FUND BALANCE

	1983	1982
CURRENT LIABILITIES:		
Accounts payable and accrued liabilities	$ 5,877,190	$ 4,896,719
Accrued fringe benefits	2,325,469	2,424,408
Amount due to special purpose funds (Note 2)	2,268,360	2,421,969
Amount held for affiliates and other organizations (Note 1)	207,610	131,053
Obligations under capital leases (Note 1)	866,734	919,734
	11,545,363	10,793,883
LONG-TERM LIABILITIES:		
Accrued severance pay	2,012,758	1,914,216
Obligations under capital leases (Note 1)	1,094,575	2,334,269
	3,107,333	4,248,485
Total General Fund liabilities	14,652,696	15,042,368
COMMITMENTS AND CONTINGENCIES (Notes 5 and 7)		
FUND BALANCE:		
Beginning of year	12,120,155	10,521,770
Income over expenses	2,676,209	1,598,385
End of year	14,796,364	12,120,155
Total General Fund liabilities and fund balance	$29,449,060	$27,162,523

The accompanying notes are an integral part of these balance sheets.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENTS OF GENERAL FUND ACTIVITY
FOR THE YEARS ENDED AUGUST 31
(Note 2)

	1983 Budget	1983 Actual	1982 Actual
INCOME:			
Membership dues	$77,132,500	$76,273,002	$69,672,967
Interest and investment income	500,000	597,976	1,020,710
Fees and services, principally from affiliates and other organizations	250,000	380,333	380,717
	77,882,500	77,251,311	71,074,394
EXPENSES BY AREA:			
Communications (Note 1)	9,476,750	8,734,355	6,960,104
Government Relations	2,189,730	2,251,640	2,086,153
Human and Civil Rights	1,928,265	1,839,212	1,614,472
Instruction and Professional Development	2,472,585	2,333,109	2,275,960
Legal Services	7,098,310	7,141,616	7,174,718
Organizational Development	29,656,191	29,381,158	27,498,475
Political Affairs	1,185,000	1,172,648	1,081,629
Research	3,646,000	3,634,049	3,556,917
Administration	6,231,126	6,113,881	5,932,534
Business and Finance	3,575,000	3,590,485	3,404,125
Data Processing	3,991,618	3,988,763	3,687,026
Governance	4,672,095	4,394,186	4,203,896
	76,122,670	74,575,102	69,476,009
EXCESS OF INCOME OVER EXPENSES	$ 1,759,830	$ 2,676,209	$ 1,598,385

SCHEDULE OF EXPENSES BY TYPE

	1983	1982
SALARIES AND BENEFITS (Note 6)	$24,177,832	$23,247,082
GRANTS TO AND JOINT PROJECTS WITH STATE AND LOCAL ASSOCIATIONS	19,116,531	17,923,644
KATE FRANK/DUSHANE FUND EXPENDITURES (Note 4)	5,387,280	5,444,843
TRAVEL	7,604,435	6,866,615
PUBLICATION COSTS (Note 1)	2,472,237	2,189,528
OUTSIDE SERVICES (including consultants, printing, legal and audit)	7,712,888	6,721,586
MACHINERY RENTALS, REPAIRS, MATERIALS AND SUPPLIES	3,479,302	3,063,761
OFFICE EXPENSES (including telephone, office supplies and utilities)	2,826,554	2,610,142
ADMINISTRATIVE EXPENSES (including interest, insurance and rent)	1,798,043	1,408,808
	$74,575,102	$69,476,009

The accompanying notes are an integral part of these statements.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
GENERAL FUND
STATEMENTS OF CHANGES IN FINANCIAL POSITION
FOR THE YEARS ENDED AUGUST 31
(Note 2)

	1983	1982
SOURCES OF CASH:		
From operations—		
Excess of income over expenses	$2,676,209	$1,598,385
Depreciation and amortization expenses	792,137	726,627
Decrease (increase) in:		
Receivables	35,257	(111,286)
Prepaid expenses	(292,881)	(819,610)
Increase in:		
Current liabilities other than obligations under capital leases	804,480	2,018,805
Accrued severance pay	98,542	184,363
Cash provided by operations	4,113,744	3,597,284
Other sources of cash—		
Proceeds from notes payable	4,250,000	5,500,000
Disposition of property under capital leases	1,043,127	—
Increase in obligations under capital leases	—	718,014
Total sources of cash	9,406,871	9,815,298
USES OF CASH:		
Payment of notes payable	4,250,000	5,500,000
Acquisition of property under capital leases	—	1,223,337
Purchase of equipment	3,777,224	39,159
Payment of installment note	—	11,380
Increase (decrease) in other assets	330,374	(192,557)
Decrease in obligations under capital leases	1,292,694	—
Increase in long-term notes receivable	261,777	228,124
Total uses of cash	9,912,069	6,809,443
NET INCREASE (DECREASE) IN CASH	(505,198)	3,005,855
CASH, beginning of year	9,358,219	6,352,364
CASH, end of year	$8,853,021	$9,358,219

The accompanying notes are an integral part of these statements.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
CAPITAL IMPROVEMENT FUND
BALANCE SHEETS
AS OF AUGUST 31
(Note 2)

ASSETS

	1983	1982
CASH	$ 888	$ 843
LAND, at cost	1,753,777	1,753,777
BUILDING, at cost, less accumulated depreciation of $5,332,926 in 1983 and $5,093,933 in 1982	6,564,872	6,803,865
Total Capital Improvement Fund assets	$8,319,537	$8,558,485

LIABILITIES AND FUND BALANCE

LIABILITIES	$ —	$ —
FUND BALANCE, beginning of year	8,558,485	8,798,446
Interest income	45	38
Depreciation (Note 1)	(238,993)	(239,999)
FUND BALANCE, end of year	8,319,537	8,558,485
Total Capital Improvement Fund liabilities and fund balance	$8,319,537	$8,558,485

The accompanying notes are an integral part of these balance sheets.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
SPECIAL PURPOSE FUNDS
CONSOLIDATED BALANCE SHEETS
AS OF AUGUST 31
(Note 2)

ASSETS

	1983	1982
CASH	$ 201,660	$ 167,984
ACCOUNTS RECEIVABLE	1,052,886	964,748
PREPAID EXPENSES	40,950	43,153
LEASEHOLD IMPROVEMENTS, FURNITURE AND EQUIPMENT, net of accumulated depreciation of $130,801 in 1983 and $78,940 in 1982	112,499	133,762
INVESTMENT SECURITIES, at cost, which approximates market	28,070	230,535
AMOUNT DUE FROM GENERAL FUND	2,268,360	2,421,969
Total assets	$3,704,425	$3,962,151

LIABILITIES AND FUND BALANCES

LIABILITIES:		
Accounts payable and accrued liabilities	$1,717,046	$2,623,481
Deferred NEA-Retired Program income (Note 1)	329,067	—
	2,046,113	2,623,481
FUND BALANCES, beginning of year	1,338,670	1,633,365
Excess (deficit) of income over expenses	319,642	(294,695)
FUND BALANCES, end of year	1,658,312	1,338,670
Total liabilities and fund balances	$3,704,425	$3,962,151

The accompanying notes are an integral part of these balance sheets.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
SPECIAL PURPOSE FUNDS
CONSOLIDATED STATEMENT OF ACTIVITY AND CHANGES IN FUND BALANCES
FOR THE YEAR ENDED AUGUST 31, 1983
(Note 2)

	Fund Balances— August 31, 1982	Income: Association	Income: Other	Expenses	Fund Balances— August 31, 1983
UniServ	$ 535,536	$14,377,400	$ —	$14,115,368	$ 797,568
Kate Frank/DuShane Fund (Note 4)	—	5,382,243	28,634	5,410,877	—
Special Services and Educational Travel Trust Funds (Note 2)	167,808	—	5,529,900	5,477,730	219,978
National Education Employees Assistance Fund Grant (Note 7)	167,399	150,000	38,868	182,183	174,084
Reserve for Retirement Benefits	194,872	—	3,328	19,088	179,112
Hilda Maehling Fellowship Fund	180,865	—	16,436	11,946	185,355
William G. Carr Scholarship Award	52,250	—	4,520	7,387	49,383
Educational Technology Contracts and Grants	18,260	—	19,841	21,841	16,260
NEA-Retired Program (Note 1)	21,680	217,478	41,699	244,285	36,572
	$1,338,670	$20,127,121	$5,683,226	$25,490,705	$1,658,312

The accompanying notes are an integral part of this statement.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
NOTES TO FINANCIAL STATEMENTS
AUGUST 31, 1983 AND 1982

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The National Education Association of the United States ("NEA") is a nonprofit corporation incorporated under a special Act of the United States Congress. NEA is exempt from Federal income taxes under section 501 (c) (5) of the Internal Revenue Code, except for income derived from unrelated business activities. Since NEA has incurred a cumulative loss from these unrelated business activities, no provision for income taxes has been recorded in the accompanying financial statements.

Governance Affiliates, Non-Governance Affiliates and Other Organizations
NEA provides various administrative services and acts as custodian for the funds of certain Governance and Non-Governance Affiliates and other organizations, which also offer services to members of NEA and to other educators. However, each of these organizations has a separate Board of Directors and operates independently of NEA. Accordingly, the accompanying financial statements present the financial activity of NEA exclusive of these organizations, except for the funds held by or due to NEA as custodian.

General Fund Budget
The budget of NEA is designed to achieve the goals and objectives of NEA. The budget amounts included in the statements of general fund activity are as approved by NEA's Representative Assembly and amended by the Board of Directors, as set forth in guidelines approved by the Representative Assembly and the Board of Directors.

Life Membership
In July 1973, the Representative Assembly approved the discontinuance of life membership. However, all life membership applications received prior to that date will continue in force under their original terms, which allow for the payment of life memberships in equal installments over a period of 10 years.

During 1983 and 1982, total life membership receipts were approximately $80,000 and $200,000, respectively. Such amounts are included in membership dues in the accompanying statements of General Fund activity. At August 31, 1983 and 1982, the aggregate outstanding receivable balances from life membership were approximately $43,000 and $125,000, respectively. These amounts have not been recorded in the accompanying financial statements since it is not possible to estimate the amount which will ultimately be collected.

NEA-Retired Program
During 1982, NEA began offering life membership to retired members through a new special purpose fund known as the NEA-Retired Program. Payments to the fund qualify retired members for the regular services provided to active members, as well as services designed specifically for retired persons. Payments to the fund are recorded as deferred income when received and amortized over 10 years.

Property, Equipment and Depreciation
The Association records depreciation on its building in the Capital Improvement Fund. This depreciation is recorded using the straight-line method over the estimated useful life of the building of 50 years. The depreciation recorded on the building was $238,993 in 1983 and $239,999 in 1982. The Association also capitalizes assets (principally furniture and equipment) with a cost in excess of $2,500 in the General Fund and depreciates these assets using the straight-line method over the estimated useful life of the assets. Depreciation on equipment was $488,171 in 1983 and $102,607 in 1982.

Reclassification of Advertising Income
During 1983 and 1982, NEA earned $899,447 and $944,133, respectively, of advertising income. These amounts have been offset against communications and publications costs in the accompanying statements of General Fund activity.

Leases
Future minimum lease payments (primarily for computer equipment) under both capital and operating leases as of August 31, 1983, are as follows:

	Capital Leases	Operating Leases
1984	$ 923,201	$151,872
1985	977,933	7,065
1986	672,432	—
1987	276,824	—
1988	—	—
Total obligation	2,850,390	$158,937
Less—Amount representing interest	889,081	
Present value of net obligation	1,961,309	
Less—Current portion	866,734	
Long-term obligation at August 31, 1983	$1,094,575	

Rent expense on operating leases was approximately $377,000 in 1983 and $322,000 in 1982.

(2) COMPOSITION OF FUNDS

General Fund
The Bylaws of NEA provide that the General Fund shall comprise all income received in the form of dues, interest, dividends, fees, earnings from advertising, sales of NEA publications and payments for services and funds received by gift, bequest, devise or transfer to NEA, which are not specifically designated for deposit in the Capital Improvement Fund. All operating accounts and debt services shall be paid out of the General Fund.

Capital Improvement Fund
The Bylaws provide that the Capital Improvement Fund shall comprise the properties and permanent investments of NEA, and other funds or properties received by gift, devise, bequest or transfer for deposit in the Fund. Disbursement from the Capital Improvement Fund to acquire new properties or to provide for major long-term improvements in existing properties must be authorized by a two-thirds vote of the Board of Directors. Expenditures from this Fund for any other purpose must be authorized by a two-thirds vote of the Representative Assembly.

Special Purpose Funds
NEA has various Special Purpose Funds which consist of restricted funds or funds designated for specific projects and purposes. Special Purpose Funds include activities such as the Kate Frank/DuShane Fund (see Note 4), government and private contracts and grants, and the administration of various services such as insurance plans for members. These Funds also include the activity of Teachers Services Corporation ("TSC"), a wholly owned subsidiary of NEA. TSC provides support to the Special Services and Educational Travel Trust Funds primarily in the areas of membership services, affiliate support, marketing and training. Virtually all of TSC's revenues are generated through agreements with NEA.

(3) NOTES RECEIVABLE FROM STATE ASSOCIATIONS
A portion of membership dues receivable from certain state associations is represented by interest-bearing notes, which are payable to NEA in varying amounts through 1985. The following is a summary of the notes, representing dues receivable applicable to fiscal years end as shown, as of August 31, 1983 and 1982.

Dues Year Covered	1983 Current	1983 Long-Term	1982 Current	1982 Long-Term
1972 and prior	$ —	$ —	$103,378	$ —
1979	—	—	145,003	—
1982	546,012	624,455	323,533	362,678
	$546,012	$624,455	$571,914	$362,678

(4) KATE FRANK/DUSHANE FUND
The Kate Frank/DuShane Fund (the "Fund") was established by the Representative Assembly to protect the human, civil and professional rights of educators. The major program of the Fund, the Unified Legal Services Program, provides legal assistance to members of the teaching profession in matters related to their employment. Prior to December 31, 1981, the Fund also provided short-term loans to teachers and state associations. The loans outstanding totaled $1,038,695 in 1983 and $1,070,834 in 1982. The ultimate collectibility of these loans cannot be determined and, accordingly, they are not reflected in the accompanying financial statements. Collections on these loans will be recorded as increases in the Fund when received. During 1983 and 1982, $28,634 and $74,180, respectively, was collected and recorded as other income.

(5) BANK LINE OF CREDIT
NEA has a $7,500,000 line of credit from a commercial bank at the bank's prime interest rate. The maximum amounts outstanding during 1983 and 1982 were $4,250,000 and $5,500,000, respectively. Interest expense was $48,000 for 1983 and $91,000 for 1982. NEA is required to maintain a compensating balance of 5% of the line of credit plus 7% of outstanding borrowings under the line.

(6) RETIREMENT PLAN
NEA participates in a multiemployer contributory, defined-benefit retirement plan which covers substantially all permanent employees. Approximately 70% of the employees covered under the plan are employed by the Association; the remaining 30% are employees of various state and local affiliates of the Association. The Association's policy is to fund retirement costs accrued. The Association's retirement plan contribution expenses for the fiscal years' ended 1983 and 1982, were approximately $1,830,000 and $2,015,000, respectively. The accumulated plan benefits and plan net assets available for benefits, as of the date of the latest actuarial review, are presented below.

	January 1, 1983	January 1, 1982
Actuarial present value of accumulated benefits:		
Vested	$24,102,387	$21,842,106
Nonvested	2,504,777	2,052,413
	$26,607,164	$23,894,519
Net assets available for benefits	$56,380,688	$41,872,742

The actuarial present value of accumulated plan benefits ignores the effects of future compensation increases on the benefits that participants will receive for their past service. If this value is adjusted for projected salary increases, consistent with the assumed rate of return, the adjusted actuarial present value of accumulated plan benefits would be approximately $37,967,000 and $34,085,227 as of January 1, 1983 and 1982, respectively.

The assumed rate of return used in determining the actuarial present value of accumulated plan benefits was 8% for both 1983 and 1982. As of January 1, 1983, the retirement plan had no unfunded liabilities.

(7) CONTINGENCIES

National Education Employees Assistance Fund, Inc.
The National Education Employees Assistance Fund, Inc. ("NEEAF," formerly the National Teachers Assistance Fund, Inc.) is a nonprofit corporation established for the purpose of providing financial and other assistance to member organizations and their individual members involved in disputes over terms and conditions of employment. In this connection, NEEAF has from time to time guaranteed loans made by lending institutions to teachers who were involved in such disputes. These loans are secured by letters of credit from those state affiliates which are members of NEEAF and also by NEA's letter of credit in the amount of $1,665,000, on which NEA pays a commitment fee. In the event of default on a loan, the Bylaws of NEEAF provide that the bank shall first draw upon the letter of credit of the state affiliate from which the funds were transmitted and, thereafter, proportionately from all other letters of credit, including NEA's.

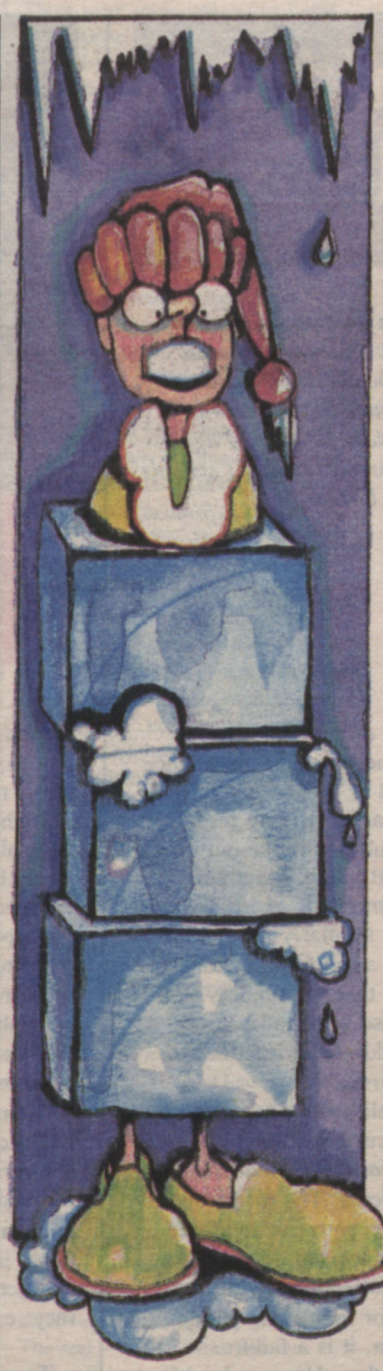
As of August 31, 1983, NEA is contingently liable for $510,000 of the $1,020,000 loans guaranteed by NEEAF in the event of default. Losses from defaults since the inception of NEEAF have not been significant.

Other
NEA has been named as a party in several legal matters, the outcome of which cannot presently be determined. Management believes that the net result of these claims will not have a material impact on NEA.

PERSONALLY SPEAKING

HEALTH

'It's Freezing in Here!'



What do you do to stay healthy in cold weather? Bundle up to keep from catching a cold when you go outside? Make sure to wear warm mittens, earmuffs, and socks to ward off frostbite?

Those are wise moves, but colds and frostbite aren't the greatest danger from winter weather. When the mercury drops, watch out for *hypothermia* (commonly known as "exposure"). A lowering of the body's internal temperature, hypothermia can cause death by slowing the heartbeat beyond resuscitation. And hypothermia is insidious: it can strike in mild weather—or even indoors.

When most people think of exposure, they think of campers or boaters who are caught outdoors in wet clothing and freezing temperatures. But with wet clothes, even air temperatures in the 60°F (15°C) range can sap internal heat faster than the body can generate it. First, the victims begin to shiver. Then their speech becomes slurred, their thinking confused. Finally, they lapse into unconsciousness.

When you spend time outdoors, then, take precautions—even when you start out in warm, dry weather. Bring extra dry clothing, and remember that as much as half of the body's heat can be lost through an uncovered head and neck.

Even more common, however, is the risk of hypothermia indoors. An estimated 2.3 million Americans live in places that aren't adequately and continuously heated. Hypothermia is a continual threat to them. Most of them are elderly, so their bodies have a harder time maintaining the proper temperature. The ill, the very young, and people of all ages taking certain medications are at risk, too.

Hypothermia that occurs indoors can take up to several weeks to develop, and the symptoms may resemble those of some other illness—especially in the elderly and infants. The victim may not feel unusually cold, and the symptoms of lethargy, confusion, and depression may not be recognized. Check frequently on any elderly people you know who live alone.

If you keep your home's temperature turned down, be sure to take a few simple precautions:

► Dress warmly, even if you don't feel particularly uncomfortable.

► Make sure any family member who is elderly, infirm, or very young sleeps well away from windows and outside walls.

► Be especially alert for changes in behavior or mood.

► Remember that certain medications—especially those used to treat depression—may make someone more vulnerable to hypothermia, so ask your doctor or pharmacist about the medications your family uses.

If you suspect hypothermia, don't try to treat it yourself. If the victim's internal temperature has fallen too low, rapid rewarming can be dangerous. Instead, call a doctor or an ambulance. Adequate treatment of hypothermia requires a special thermometer that can measure below 94°F (35°C), so when you call for help, mention that rescuers should have one on hand.

—NEA Special Services

LEISURE

Cheap Flicks

Dinner and a movie. Just a few years ago, this traditional "night out" seemed on the way to pricing itself out of the market.

But today, thanks to competition from other forms of entertainment like video games, cable TV, and home video recorders, at least half of that combination is easing back into reach. Theatres are inventing a whole range of ways moviegoers can stretch their entertainment dollars:

► Specially priced early shows (you can save several dollars just by switching "dinner and a movie" to "a movie and dinner")

► Books of tickets or passes

► "Movie clubs" offered by chains of movie houses—the one-time membership fee entitles you to a discount each time you buy a ticket

► Special rates for senior citizens.

These types of discounts are more common than you might think, but they usually aren't heavily promoted, so you'll have to ask around.

Many colleges and universities offer movie courses and seminars in the evening, so if the classics are your thing, you could be in luck.

In some cities, combination restaurants/movie theatres have become popular. Patrons sit at tables and can order food and drinks during the show. Typically, the admission price is very low—these places make their profits on the food. To compete, some shopping mall restaurants will give a discount to anyone with a ticket stub from a theatre in the mall.

Finally, don't forget your Association. Many local and some state Associations have arranged special discounts for members. These may be not just for movies, but also for theatres and amusement parks.

All work and no play is unhealthy, but with a little work, your play can cost a lot less.

—NEA Special Services

MONEY

The Treasure Is Mutual

You probably know that as a public school employee, you can make a kind of investment called a tax-deferred annuity. This TDA lets you defer federal income taxes on part of your income until you use that income later on—usually after retirement.

Your insurance agent has probably told you about fixed-rate and variable-rate annuities, but there's a third type: the *qualified mutual fund*. The Employee Retirement Income Security Act of 1974 lets you put TDA contributions in a special account for the purchase of certain mutual funds—professionally managed portfolios of securities. These offer a number of benefits:

► *Diversification.* Holding a large number of securities provides protection against any one security's loss of value.

► *Liquidity.* At any time, the mutual fund will redeem shares at their net asset value (the total asset value divided by the number of shares outstanding).

► *Shared expenses.* Expenses of buying and selling (and of studying which stocks to sell and which to buy) are divided among all the shareholders.

► *Flexible investment objectives.* You can find mutual funds that meet any of widely diverse investment objectives: maximum growth or income (with accompanying risks), maximum security for capital (with little return), or something in between.

► *Professional management.* The investment adviser for the mutual fund is paid to meet the fund's investment objectives.

Qualified mutual funds differ from insurance company TDAs in one important way: until you reach age 59½, you can withdraw money only if you stop working because of disability or "separation of service," or if you suffer "financial hardship." But even with this restriction, qualified mutual funds may be the solution for you if you want to buy into a TDA without being tied to the often mediocre performance of insurance company annuities.

To help you compare more than 70 of the qualified mutual funds available, NEA Special Services has prepared the *NEA 1983 Mutual Fund Study*. It's available through your state or local Association.

—NEA Special Services

Debate

Can a 'core curriculum' solve school problems?

Frank Ross

Kathy Bell, who argues a range of advantages of the core curriculum, teaches in a state and district committed to just that. Not to be one-sided, however, Bell (a media specialist teacher currently serving as full-time president of Florida's Pinellas Classroom Teachers Association) acknowledges that electives too are needed.

YES

Several of the recent national reports on studies of education, such as Ernest Boyer's *High School* (the "Carnegie Report"), have posed barely compatible goals for our educational system.

They recommend a strong core curriculum that also, as the federal government's *A Nation At Risk* puts it, offers "programs in subjects that advance students' personal, educational, and occupational goals."

In making such double-headed recommendations, the reports echo two widely (and loudly) expressed demands: the public's cry of "back to basics" and students' request for a curriculum with visible relevance to their present interests and future vocations.

Teachers in Pinellas County and in Florida as a whole (like teachers elsewhere) are presently doing their best to carry out this dual charge to the schools. But let's be clear from the beginning: America's public school teachers did not soften the curriculum. Politicians and bureaucrats did.

Now our state and district administrations are committed to provide a strong core curriculum. Florida students spend almost all of their school day on English, science, social studies, math, and physical education.

At the same time, the state recognizes what teachers have known for years: secondary students need electives in order to put into practice the concepts they learn in the basic curriculum. To make time for electives, Florida has added a seventh period to the school day, at an annual cost of $100 million.

Requiring so many core courses has made Florida a leader in the "back to basics" movement—a real turnabout for a state that just a few years ago allowed school districts to require as little as one math and one science course for high school graduation. Why the change?

The first motivation was a lowering of students' standardized test scores in basic subjects. Here the new curriculum requirements seem to have made a difference already. Students in our county now score better on standardized tests than their counterparts 20 years ago.

Second, language and math must be thoroughly taught and learned because (rightly or wrongly) Florida's "Accountability Act" places almost all its emphasis on these basic subjects. Florida students must pass a basic skills test to graduate from high school, and Pinellas students must score at a certain level to be promoted from grade to grade or from elementary to middle school.

Another reason for the core curriculum stems from the high student mobility rate. In Pinellas County, mobility is more than 30 percent (one school actually recorded a 100 percent turnover between 1982 and 1983). A standardized curriculum lets students move about—within the county or through the state—with the least possible disruption of their education.

But there's another reason for adopting a core curriculum that is valid throughout the country. Such a curriculum ensures that all our students have a chance to learn many of the same things and so to share a culture and a base of knowledge. It works to bring greater cohesiveness to our country's many peoples—and if it's well designed, it gives value to each of them.

Despite the advantages of the core curriculum, I have to admit that it has one great weakness—but it's a weakness shared with every other kind of curriculum. A core curriculum cannot help students unless the schools are adequately supported.

Education occurs when a competent teacher is placed in a learning environment free of overcrowding, excessive paperwork, and other distractions. This means enough room and enough staff to do the job right—and that means money.

Until politicians and bureaucrats acknowledge this, legislative tinkering with curriculum—whether mandating core curriculum, abolishing core curriculum, or requiring course after course that should be elective—will only turn an education system "at risk" into one in chaos.

Fred Mirlani

Steven O'Brien, an avowed opponent of handwringing "experts" on the public schools, teaches social studies at Hamilton-Wenham Regional High School in South Hamilton, Mass. Measured against their goals, he maintains, today's schools aren't doing at all badly.

NO

Today's earnest discussion of the lack, and the necessity, of excellence in education, based as it is on a series of learned reports, bears a striking resemblance to the hubbub that broke out in 1959 when James Bryant Conant published *The American High School Today.*

Then, as now, a scholarly report confirmed our gravest suspicions: national security demanded that our schools be reformed. Otherwise we'd fall behind the rest of the world—or at least our toughest competitors.

As a piece of political propaganda, the first report in the current wave (*A Nation at Risk: The Imperative for Educational Reform*) was a success. The media and public were very receptive to reinforcement of their preconceived notions about our children and our schools. Unfortunately, as a plan for improving public schools in America, it is a failure.

It isn't alone, either. No one should be too surprised when a group of successful college graduates concludes that if everyone in the nation is to be as productive as they are, everyone needs the same education they had. Mortimer Adler and friends came to exactly the same inane conclusion in *The Paideia Proposal.*

Fortunately (after causing a great deal of negative publicity about our schools), *A Nation At Risk*, *The Paideia Proposal*, and the numerous analyses and prescriptions that followed will slip into oblivion. They can't be implemented: they aren't grounded in an appreciation of the social history behind the current shape of our public school system.

Before the turn of the century, a single curriculum—a rigorous college preparatory program—did serve the needs of almost all high school students. Latin and often Greek were required subjects. Anyone who didn't successfully negotiate the curriculum didn't graduate. Relatively few people earned high school diplomas.

The system put a high premium on excellence at the expense of equity and democracy. It worked—as long as the only people who wanted to attend high school had similar backgrounds, interests, abilities, and career goals.

Then, in the 1890s, immigrant groups, women, and blacks began to demand access to a high school diploma. Universal high school education became the national goal. The institution of the high school had to adapt to meet the needs and abilities of a diverse, and much greater, client population. Offering electives and grouping students according to ability and career objectives were two of the most obvious innovations.

These were never considered ideal solutions. More than a century before the Gardner commission, Alexis DeTocqueville labeled such exercises in democratic politics potential prescriptions for mediocrity. But these pragmatic political strategies did allow the educational institution to pursue both of the conflicting goals inherent in a democracy: excellence and equity.

To return now to a system that concentrates on providing a rigorous academic education to those who want it would leave much of the present work of our educational system undone. Today our schools are required to do much more than pursue academic excellence. Some of the other goals assigned them by legislative mandate or societal default are to integrate minorities, socialize delinquents, mainstream the handicapped, help students develop moral codes of behavior, and compensate for the weakening of the American family.

In face of these demands, resources (particularly in the form of teacher time) are limited. Trade-offs must be made—not only between excellence and equity in academic work, but between the academic and the societal work of the school. In this situation, turning to a 19th-century model would mean not only serving the few at the expense of the many, but serving those few only partially.

Professional educators who recommend changes in the American high school without adequately considering the societal base for its present structure or the costs of implementing their suggestions are doomed to watch U.S. Presidents applaud their efforts—and ignore their suggestions.

Letters

Healthy Dialogue

As a third grade teacher these last nine years, I have long awaited the time that the "basics" would be broadened to include what's so truly basic—feeling good oneself and thus being able to feel good about others.

It's wonderful to see that we may no longer have to slink health into the curriculum in bits and pieces so small that the powers-that-be can't recognize that it's there—even during math and reading!

Thanks for a publication I always look forward to receiving. I read it on my exercycle and clip pertinent articles to mail to friends not among the teaching world. They enjoy the articles too!

Cathy Durkin
Lake Geneva, Wisconsin

I was delighted with the December cover story on "Raising a Healthy Generation." However, as director of food and nutrition for my school district, I was disappointed to find not a single reference to eating at school.

The child nutrition programs offered in the schools are excellent vehicles for improving the health of this generation. Not only do they offer an opportunity to provide good-tasting, inexpensive, nutritious foods to students, but they are also excellent laboratories for developing good eating habits that will last a lifetime.

It would have been wonderful if your article had included information on how teachers can help to make the school food and nutrition programs real learning opportunities.

Dorothy Caldwell
Marianna, Arkansas

You have many good articles on health in your December issue, but I take exception to "A Sip in Time."

What reliable research is there that has proved that alcoholic beverages in moderation are really helpful to your health? You say a number of major studies—can you list them? How authentic are they?

Anyone has a right to alcoholic beverages. However, the extreme dangers that result in many thousands of alcoholics and the very large number of auto accidents from drunk driving behoove us not to encourage drinking as your article does! We are already saturated with ads on drinking.

Rolland C. Thompson
Pasadena, California

Taking Issue

There were some interesting items in the December *NEA Today*. There were also some things I was disappointed to find in a professional publication.

Graphology might be "in" in Europe, but I hope it never catches on here. The very same type of claims were seriously made for phrenology a century ago, and we chuckle at the gullibility of people then. Palm-reading has had its day, too.

The 'Trichess' game described on the "People" page may be just great, but it was very disturbing in light of our especially violent world to find teachers being encouraged to try a game where "two players can attack the third. . . then turn savagely on one another." Terrific character-building for the modern world.

It seems to me that George Hague, quoted in the New Jersey "State Side" feature, has a great deal to learn about genius. He claims that "potential Einsteins are being lost forever" because of problems in schools. Geniuses have never needed schools; they use schools but go far beyond. Geniuses are one in a million, and schools must prepare the other 999,999.

Gwynn Pealer
Ocala, Florida

NEA Endorsements Must Continue

I'm sick and tired of reading the naive and uninformed letters of NEA members urging that NEA not endorse candidates for public office.

Many of those writers urge us not to endorse and to spend more of our energy on improved legislation. How do they expect to improve legislation without helping to elect candidates who are committed to achieving those improvements? The real world dictates that we accomplish our legislative goals by electing those whom we support. No one is going to give us something for nothing!

Your December issue carried a letter from several Louisiana teachers who decried our opposition to President Reagan. They seemed to say, "Give him a chance." The fact is that NEA *did* give him a chance, as it did when he first ran for the presidency in 1976. The five other candidates that year all agreed to interviews, which were reported to all our members prior to our first endorsement for the presidency.

Then, as now, Reagan refused to respond to NEA. Don't tell me that NEA has ruled Reagan out—he's ruled *himself* out. He doesn't give a damn about what I believe should be our national legislative priorities. My letter-writing friends in Louisiana and elsewhere, he doesn't give a damn about what *you* believe, either!

Morris W. Nirenstein
Colchester, Connecticut

Art Is Basic

I take issue with Lauren Sarver's argument ("*Debate*," November) that before extending the school day, "educators should determine whether inclusion of art, music, computer studies, and other such nonbasic programs will be at the expense of basics." That art and music are "nonbasic" is a unique and appalling view.

Art is another means of communication that provides many avenues to facilitate cognitive, social, emotional, and psychological growth. It also fulfills the child's need for self-expression, develops perception and observation, and offers opportunities for problem-solving and independent, creative thought.

A schedule without art and music is unreasonably unbalanced.

Jacquelyn Martin
Tallmadge, Ohio

What gives Ms. Sarver the authority to label art, music, and computer studies as nonbasic programs?

Development of the whole child in cultural, intellectual, and technological experiences is in! We need teachers who understand the meaning of "we" and delete "me" from their vocabulary.

Dolores Yanolko
Allentown, Pennsylvania

. . . So Is Time on Task

Diane Russell ("*Debate*," November) makes some good arguments for a longer school year, but she overlooks an important one.

Research has shown that a very positive correlation exists between time on task and achievement. Japanese kids go to school 11 months a year, six days a week, and their school days are longer than ours: a lot more time on task than anything the average American pupil experiences. No modern nation, in fact, gives its children the time off that American youngsters enjoy.

The question is not whether we teach 180 or 176 days; a few days here or there won't make much difference. The question is, Are we willing to meet the competition?

Robert M. Stanley
Sacramento, California

'Elitist Bias'

Your November cover story, "Families in Flux," displays an elitist bias when it asserts that family horizons are "certainly" enlarged when both parents work outside the home. While the parents may have broader horizons, there's no guarantee the rest of the family will.

Moreover, not every working person has the chance to work in a stimulating atmosphere. Many parents are employed in dead-end, mind-dulling, or dangerous occupations solely to ensure their families' economic survival. Working for self-fulfillment or to acquire additional material possessions is quite another thing.

To title a graph "Number of Two-Parent Families With Both Parents Working" shows little or no respect for the labor of parents who choose to remain home with their children. We can assure you that we both work full-time, even though only one of us receives monetary compensation for our efforts.

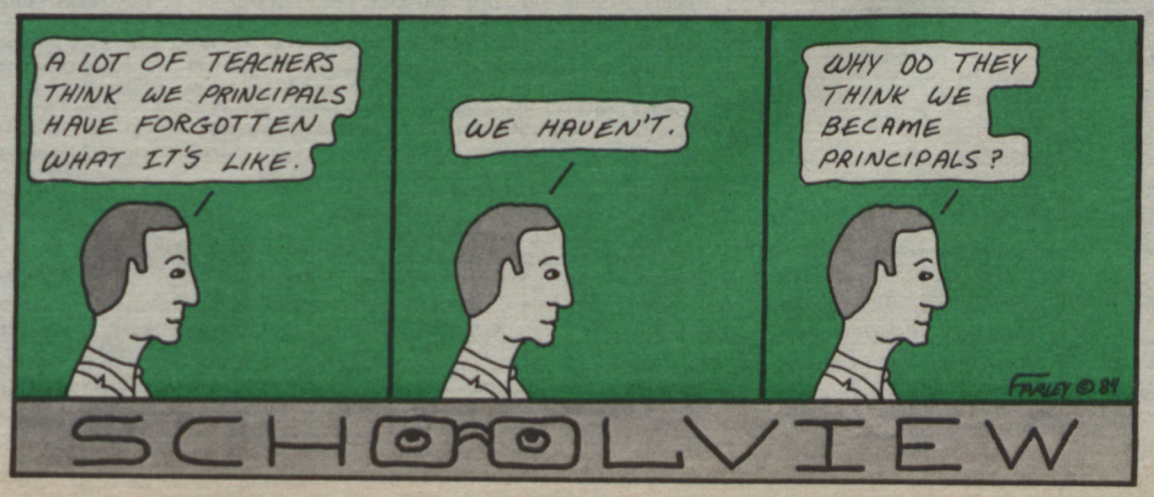
Carole and *Robert Kavanagh*
Newtonville, Massachusetts

Correction

In the "Resources" list that accompanied your November cover story on families, the name of our center was listed incorrectly. We are the Center for Early Adolescence, part of the School of Public Health of the University of North Carolina at Chapel Hill.

We are a national center that provides information and training to professionals who work with 10- to 15-year-olds and their families. We invite readers of *NEA Today* to write us for our latest publications brochure at Carr Mill Mall, Suite 223, Carrboro, NC 27510.

Anne Richardson
Carrboro, North Carolina


A LOT OF TEACHERS THINK WE PRINCIPALS HAVE FORGOTTEN WHAT IT'S LIKE.
WE HAVEN'T.
WHY DO THEY THINK WE BECAME PRINCIPALS?
FINLEY ©84
SCHOOLVIEW

Our Spelling Stands

Your article on the NEA Professional Library's "Writing in the Content Areas" package ("*Writing To Learn. . . Learning To Write*," November) was terrific. I certainly plan to do all I can to get my colleagues to take it seriously.

But despite my appreciation, I'm left with one nagging question: How could you possibly get Stephen Judy's distinctive name transposed into "Tchudi"? I'll bet it was dictated and never checked visually. If so, you've given us an interesting example of the impact of contemporary information processing.

David B. Bronson
Sudbury, Massachusetts

Ed. note: We're still old-fashioned enough to rely more on the human eye than the computer chip. Mr. Tchudi decided some time ago to adopt the original, ethnically correct spelling of his name. His pride in his Swiss heritage may explain the switch.

Class Interruptions

When I heard at a recent statewide conference that a second grade teacher had kept track of classroom interruptions (defined as a person either entering or leaving) and had totalled 58 in one day, I knew I didn't have this problem because my principal is a strong believer in uninterrupted class time.

But being a science teacher, I decided to test this belief with my classes. I was astonished to find the first day of keeping track that I had 68 interruptions. The students wanted to try another day to see if it made a difference. It did. I had only 49 interruptions the second day.

Interruptions never used to bother me (I had acclimatized to them). Now I know how they shorten my school year and the amount of time I have with each of my students.

Barbara J. Mace
Phoenix, Arizona

National Spelling Bee

Our high school has sponsored a county and state spelling tournament for secondary students for the past three years. As far as we know, this is the only annual tournament in existence for high school students.

We're now planning a national tournament, scheduled for May 3, 1984. We invite all of you to participate. For details, write to us at Glades Central High School, 425 W. Canal St., North, Belle Glade, FL 33430.

Sonja Lutz
Sarah Bennett
Belle Glade, Florida

What's *your* opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," *NEA Today*, 1201 Sixteenth Street, N.W., Washington, DC 20036.

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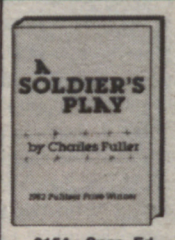

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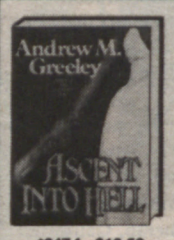

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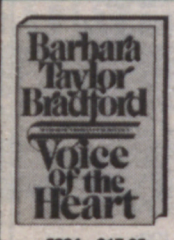

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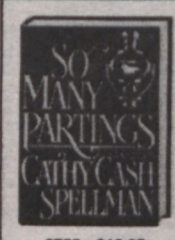

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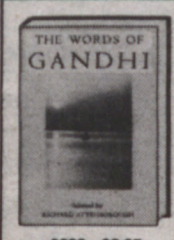

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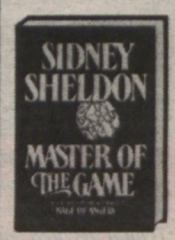

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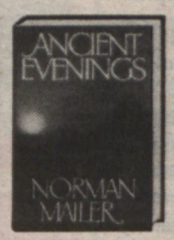

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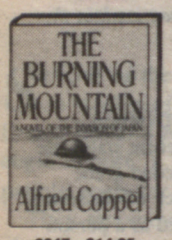

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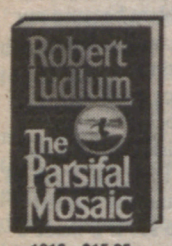

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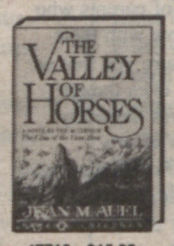

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